

HISTORY SKILLS PROGRESSION MAP



St. Michael's Church of England Primary School

Our school values: Respect • Kindness • Challenge • Forgiveness • Perseverance

Skills	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	know similarities between things in the past and now, drawing upon their experiences and what has been read in class	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in their lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and period labels relate current studies to previous studies make comparisons between different times in history	place current study on a time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	discussions and visits from parents/grandparents. Stories / books / discussions shared. BBC programmes	begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events	study different aspects of life, of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect

				Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	Develop a broad understanding of ancient civilisations	compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast ancient civilisations
Interpretations of History	understand the past through settings, characters and events encountered in books read in class and storytelling discussions and visits from parents/grandparents.	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons, etc.	look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge	compare accounts of events from different sources - fact or fiction offer some reasons for different versions of events	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research

Historical Enquiry	<p>talk about the lives of people around them and their roles in society</p>	<p>sort artefacts “then” and “now”</p> <p>use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p>	<p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>use of time lines</p> <p>discuss the effectiveness of sources</p>	<p>use a range of sources to find out about a period</p> <p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research</p> <p>ask and answer questions</p>	<p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions</p> <p>use the library, e-learning for research</p>	<p>begin to identify primary and secondary sources</p> <p>use evidence to build up a picture of life in time studied</p> <p>select relevant sections of information</p> <p>confident use of library, e-learning, research</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>pictorial and 3D time lines</p> <p>pictures</p> <p>discussion</p> <p>talking</p>	<p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports, labelling, simple</p>	<p>Class display/ museum</p> <p>annotations</p> <p>photographs</p> <p>ICT</p>	<p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama,</p>	<p>select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of</p>	<p>fit events into a display sorted by theme/time</p> <p>use appropriate terms, matching dates to people and events</p>	<p>select aspect of study to make a display</p> <p>use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>plan and carry out</p>

		recount) ICT		mode	ways work independently and in groups	record and communicate knowledge in different forms· work independently and in groups showing initiative	individual investigations
End of EYFS			End of Key Stage One			End of Key Stage Two	
<p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 			<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	