

Furneux Pelham School – Skills Progression for History



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology							
	<p>Sequence pictures</p> <p>Talk about when personal experiences happened</p> <p>Learn some common words relating to the passing of time</p>	<p>sequence events or objects in chronological order</p>	<p>sequence artefacts closer together in time, and events and photos from different periods of their life</p> <p>describe memories of key events in their lives</p>	<p>place the time studied on a timeline</p> <p>sequence historical events or artefacts</p> <p>use dates related to the passing of time</p>	<p>place events from period studied on a timeline</p> <p>use terms related to the period and begin to date events</p> <p>understand more complex terms e.g. BC/AD</p>	<p>place current study on a timeline; relate current study to previous studies.</p> <p>know and sequence key events of time studied, and use relevant terms and period labels</p>	<p>place current study on a timeline in relation to other studies</p> <p>use relevant dates and terms</p> <p>sequence up to ten events on a timeline</p> <p>Make comparisons between different times in history</p>
Range and depth of historical knowledge							

	<p>Role play stories they have listened to about events in the past</p>	<p>begin to describe similarities and differences in artefacts</p> <p>role play to show why people did things in the past</p>	<p>find out about people and events in other times</p> <p>confidently describe similarities and differences</p> <p>develop empathy and understanding through use of role play and drama</p>	<p>find out about everyday lives of people in time studied</p> <p>compare with our life today</p> <p>identify reasons for and results of people's actions</p> <p>understand why people may have had to do something</p> <p>study change through the lives of significant individuals</p>	<p>use evidence to reconstruct life in time studied</p> <p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p> <p>develop a broad understanding of ancient civilisations</p>	<p>study different aspects of life of different people – differences between men and women</p> <p>examine causes and results of great events and the impact on people</p> <p>compare life in early and late times studied</p> <p>compare an aspect of life with the same aspect in another period</p> <p>study an ancient civilization in detail</p>	<p>find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>compare beliefs and behaviour with another period studied</p> <p>write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>know key dates, characters and events of time studied</p>
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							compare and contrast ancient civilisations
Historical enquiry							
	<p>Ask questions about objects from the past</p> <p>Sort objects from the past</p>	<p>sort artefacts into then and now</p> <p>use as wide a range of sources as possible</p> <p>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 timelines</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 and record information relevant to the study</p> <p>begin to use the library and ICT for research</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 and ICT 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 and ICT for research</p>	<p>recognise primary and secondary sources</p> <p>use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out</p> <p>bring knowledge gathering from several sources together in a fluent account</p>

Interpretations of history							
	<p>Listen to different stories about events in the past</p> <p>Look at pictures about events in the past</p>	begin to identify different ways to represent the past	<p>compare pictures or photographs of people or events in the past</p> <p>identify different ways to represent the past</p>	<p>identify and give reasons for different ways in which the past is represented</p> <p>distinguish between different sources</p> <p>look at representations of the period</p>	<p>look at the evidence available</p> <p>begin to evaluate the usefulness of different sources</p> <p>use text books and historical knowledge</p>	<p>compare accounts of events from different sources</p> <p>offer some reasons for different versions of events</p>	<p>link sources and work out how conclusions were arrived at</p> <p>consider ways of checking the accuracy of interpretations</p> <p>be aware that different evidence will lead to different conclusions</p> <p>confident use of research materials</p>