



History: Skills and Knowledge Progression

	Topic	Emerging 40-60 months	Expected ELG	Exceeding
EYFS		Enjoys joining in with family customs and routines.	<p><u>UNDERSTANDING THE WORLD - People and Communities - Early Learning Goal</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>UNDERSTANDING THE WORLD - The World - Early Learning Goal</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>Children know that other children have different likes and dislikes and that they may be good at different things.</p> <p>Children understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>

Year Group	Topic	Chronological understanding	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	Organise, Evaluate and Communicate Information
1		<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Recognise the difference between past and present in their own and others lives</p> <p>Know and recount episodes from stories about the past</p>	<p>Use stories to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</p>
2		<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p>

		events in their lives	different times			
3	The Stone Age Romans	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	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 wanted to do something	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Present findings about past using speaking, writing, ICT and drawing skills. Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.
4	Vikings Victorians (industrial revolution, George Stevenson) Egypt Ghandi	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, invader accurately.

<p>5</p>	<p>Ancient Greeks</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Study different aspects 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>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</p> <p>Use dates and terms correctly.</p>
<p>6</p>	<p>WW2 The Mayans Shakespeare</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>	<p>Find out 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 time studied</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will</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>Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram).</p> <p>Recording reflects the skill being</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>	<p>lead to different conclusions</p> <p>Confidently use the library and internet for research</p>	<p>Bring knowledge gathered from several sources together in a fluent account</p>	<p>taught.</p> <p>Makes accurate use of specific dates and terms.</p>
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