



**Progression of Skills in History for KS1 and KS2**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>To know about my own life-story</li> <li>To know how I have changed</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time Great Fire of London compared to Toys from the past and present.</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life – seaside in the past</li> <li>Describe memories of key events in lives – their own and Florence Nightingale.</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time Historical vocabulary see separate.</li> <li>Sequence several events or artefacts Stone age and Ancient Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events Historical vocabulary see separate.</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels – Historical vocabulary see separate.</li> <li>Make comparisons between different times in the past – pupils to reflect on previous studies of Egyptians, Stone Age, Romans and Tudors in relation to Vikings and Greeks</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies reflecting back on all key areas studied.</li> <li>Use relevant dates and terms – see separate historical vocabulary.</li> <li>Sequence up to 10 events on a time line</li> </ul>



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Range and depth of historical knowledge	<p>To know about figures from the past (Neil Armstrong and Tim Peake)</p> <p>To talk about the lives of the people around us. To know that the emergency services exist and what they do.</p>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and other's lives</li> <li>They know and recount episodes from stories about the past. The Great Fire of London Castles</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result. Florence Nightingale and the Crimean War. Why people visited the Sea side in the past. How our school came to be in West Byfleet.</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people during the Stone age and Egyptian periods</li> <li>Compare with our life today and compare to periods studied in Key Stage 1</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied e.g. Break with Rome under the Tudors</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events e.g. Why did the Romans try to invade Britain and why did they fail the first time?</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women – compare this back to other periods studied.</li> <li>Examine causes and results of great events and the impact on people e.g. Invasion of Vikings on Britain place names etc.</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period e.g. religion under Tudors to religion under the Ancient Greeks, Belief in Gods under Vikings with Romans and Ancient Egyptians.</li> <li>Comparing Vikings to Ancient Greeks</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings directly link this to interpretations of The Maya and the three queens</li> <li>Compare beliefs and behaviour with another time studied – link Maya study back to Ancient Greeks, Egyptians and Tudors – use key themes of Religion, Education and Democracy.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
Interpretations of history	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To know some similarities and differences</p>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction look in particular at The Great Fire of London through Samuel Pepys Diary.</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event Florence Nightingale</li> <li>Compare pictures or photographs of people or events in the past – looking at The Sea side past and present</li> <li>Discuss reliability of photos/accounts/stories link to The Seaside</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at different representations of the Stone Age and Ancient Egyptians – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions e.g. Arguments about the three queens and who was the most powerful.</li> <li>Confidently use the library and internet for research</li> </ul>



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	between things in the past and now, drawing on experiences and what has been read in class.	Grandparents to come in.	and our local study of Marist School History				
Historical Enquiry  School Key themes – Remembrance Religion Leadership(Monarchy/Democracy)		<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, such as historic toys</li> </ul> <p><b>Whole school annual focus on Remembrance</b></p>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>Investigate the History of our school using resources and personal accounts.</li> </ul> <p><b>Whole school annual focus on Remembrance</b></p>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details – artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> </ul> <p><b>Whole school annual focus on Remembrance</b></p>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul> <p><b>Whole school annual focus on Remembrance</b></p>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul> <p><b>Whole school annual focus on Remembrance</b></p>	<ul style="list-style-type: none"> <li>Recognize primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> <li><b>Whole school annual focus on Remembrance</b></li> </ul>
<b>Organisation and communication</b>		<ul style="list-style-type: none"> <li>Communicate their knowledge through:               <ul style="list-style-type: none"> <li>Discussion....</li> <li>Drawing pictures...</li> <li>Drama/role play..</li> <li>Making models.....</li> <li>Writing..</li> <li>Using ICT...</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>		<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>	

