



# Progression of Skills: History

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Time periods and key people studied</b>	<ul style="list-style-type: none"> <li>I know about Me and can make a timeline of personal history.</li> <li>I know the Christmas Story.</li> </ul>	<ul style="list-style-type: none"> <li>I know about the Fire of London and The Gunpowder Plot.</li> <li>I know about Florence Nightingale.</li> </ul>	<ul style="list-style-type: none"> <li>I know about The Victorians and can compare life then to today and changes within Swanwick.</li> <li>I know about the Indian independence from the British Empire.</li> <li>I know about and can compare Charles Darwin and David Attenborough.</li> </ul>	<ul style="list-style-type: none"> <li>I know about The Stone Age up to the Iron Age settlements.</li> <li>I know about The Romans.</li> </ul>	<ul style="list-style-type: none"> <li>I know about Ancient Egypt.</li> <li>I know about The Vikings and Scandinavia.</li> </ul>	<ul style="list-style-type: none"> <li>I know about WW2.</li> <li>I know about evacuees and the holocaust.</li> <li>I know about Eyam and the plague.</li> <li>I know about The Titanic and links to New York.</li> </ul>	<ul style="list-style-type: none"> <li>I know about the Islamic Golden Age.</li> <li>I know about Darwin and adaptation and inheritance.</li> <li>I know about Ancient Greece.</li> </ul>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>I understand events within a lifetime e.g. baby to adult.</li> <li>I can place events from my life in order.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence events in my life.</li> <li>I can match objects to people of different ages.</li> <li>I can describe memories and key events in my own life and in lives of my family members.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence artefacts from a similar time period.</li> <li>I can sequence photographs and artefacts from my own life.</li> <li>I can describe key events and when they happened in time.</li> </ul>	<ul style="list-style-type: none"> <li>I can place different events and historical eras on a timeline.</li> <li>I can use dates and terms related to specific periods of history.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and use terms related to time e.g. AD/BC.</li> <li>I can construct timelines and place events in chronological order.</li> </ul>	<ul style="list-style-type: none"> <li>I can make comparisons between different historical eras and places.</li> <li>I know and can sequence key events of time studied.</li> </ul>	<ul style="list-style-type: none"> <li>I can place current period of study on a time line in relation to other periods that I have studied.</li> </ul>
<b>Knowledge and understanding of past events, people and</b>	<ul style="list-style-type: none"> <li>I can discuss events from my own life and lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>I can recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence to reconstruct life in time that I am studying.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare the lives of the past with our lives today.</li> </ul>	<ul style="list-style-type: none"> <li>I can offer explanations as to why certain</li> </ul>	<ul style="list-style-type: none"> <li>I can study differences between different people</li> </ul>	<ul style="list-style-type: none"> <li>I can understand different beliefs, behaviour and characteristics</li> </ul>



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<b>changes in the past</b>	<ul style="list-style-type: none"> <li>I understand that other's lives are different to my own.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the difference between past and present in my own and other's lives.</li> </ul>	<ul style="list-style-type: none"> <li>I can offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out about everyday lives of people studied.</li> </ul>	<p>events happened.</p> <ul style="list-style-type: none"> <li>I can use evidence to draw conclusions and give opinions.</li> </ul>	<p>e.g. difference between men's and women's lives.</p> <ul style="list-style-type: none"> <li>I can examine causes and results of great events and the impact on people.</li> </ul>	<p>from different eras.</p> <ul style="list-style-type: none"> <li>I know key dates, characters and events of times studied.</li> </ul>
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>I can use stories to understand traditions of other groups of people.</li> <li>I can identify similarities and differences between myself and others.</li> </ul>	<ul style="list-style-type: none"> <li>I can use stories to distinguish between fact and fiction.</li> <li>I can compare adults talking about the past.</li> <li>I can talk about how reliable memories are.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify differences between ways of life in different eras.</li> <li>I can use a variety of sources to learn about an event.</li> <li>I can discuss the reliability of photos, accounts and stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between different sources and different interpretations of the same event.</li> <li>I can give reasons for different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to evaluate usefulness of different sources.</li> <li>I can use a variety of sources to gather information (books, posters, internet).</li> </ul>	<ul style="list-style-type: none"> <li>I can compare accounts of different events and suggest reasons for differences.</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence when writing about historical events.</li> <li>I can consider ways of checking the accuracy of interpretations; fact or fiction and opinion.</li> <li>I am aware that different evidence will lead to different conclusions.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>I can talk about events from my own life and my family members.</li> </ul>	<ul style="list-style-type: none"> <li>I can answer simple questions about the past using a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations about the past using sources.</li> <li>I can ask historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use the internet to conduct research independently.</li> <li>I can use a range of sources to interpret information and</li> </ul>	<ul style="list-style-type: none"> <li>I can use various means of research and begin independently researching.</li> <li>I can use evidence to build</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to identify primary and secondary sources.</li> <li>I can select relevant sections of information.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise primary and secondary sources.</li> <li>I can use a range of sources to find out about an aspect of time past.</li> </ul>



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				begin to draw my own conclusions.	up a picture of a past event.		<ul style="list-style-type: none"> <li>I can bring knowledge gathered from several sources together in a fluent account.</li> </ul>
<b>Key vocabulary</b>	Today, tomorrow, yesterday, past, present, parent, grandparent, day, week, month.	Year, century, decade, date, ancient, modern, timeline, artefact, memory, similar, different.	Chronological order, era, period, research, investigate, evidence.	Millennium, AD, BC, invasion, museum, sources, oral history, legacy.	Civilisation, infer, culture, democracy, settlement, historian, change.	Nation, monarchy, empire, reliable, significance.	Primary source, secondary source, eye witness, biased, reliability, stereotype.