

## Burradon Community Primary School

### History Progression of Skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Talk about past and present events in their own lives and families.</p> <p>Order and sequence familiar /significant events.</p>	<p>Develop awareness of past and present.</p> <p>Sequence events in their life.</p> <p>Match objects to people of different ages.</p>	<p>Sequence and describe events in their life.</p> <p>Sequence artefacts / significant individuals.</p> <p>Sequence photographs in order.</p>	<p>Position the era studied on a timeline.</p> <p>Sequence artefacts, photographs and events.</p>	<p>Position events from a particular era on a timeline.</p> <p>Begin to date events in a historical era.</p>	<p>Recall previous eras studied and sequence on a timeline.</p> <p>Sequence artefacts and photographs with reason.</p>	<p>Position current historical era on a timeline in relation to others previously studied.</p> <p>Sequence and make comparisons between different historical eras and events.</p>
<b>Historical Knowledge &amp; Understanding</b>	<p>Recount special times or events from their own lives or family members in the past.</p> <p>Begin to recognise past and present between their own lives.</p>	<p>Recount stories and events from the past.</p> <p>Recognise the difference between their own lives and others.</p> <p>Begin to identify differences and similarities between the past and present in their own lives.</p> <p>Begin to understand how things can change and develop over time.</p> <p>Explain why some have acted in a particular way.</p>	<p>Identify similarities and differences between then and now.</p> <p>Recognise why people did things, what happened and the result of it occurring.</p> <p>Begin to understand and explain the impact of events or significant individuals.</p> <p>Find and share learnt knowledge from the historical era.</p>	<p>Identify similarities and differences between the past and present with a reason.</p> <p>Identify significant individuals and suggest their impact within the historical era.</p> <p>Identify and explain the reason for an action, decision or something happening.</p>	<p>Use evidence to identify key elements and events from the historical era.</p> <p>Begin to compare events within a historical era.</p> <p>Identify some links between actions which resulted in an event occurring.</p> <p>Using evidence, suggest logical reasons for an event.</p>	<p>Apply previously learnt knowledge to make informed decisions about the focused era.</p> <p>Compare life and events between historical eras.</p> <p>Begin to examine causes and results of actions, events or individuals.</p>	<p>Recall key dates, events and significant individuals accurately.</p> <p>Identify and describe similarities and differences between social, cultural and religious views between historical eras.</p> <p>Explain the significance of individuals and their impact within society past and present.</p> <p>Using evidence, give reasons for changes, events and situations in society.</p>
<b>Historical Interpretation</b>		<p>Use paintings, photographs, videos, books and artefacts to find out more about the past.</p>	<p>Use paintings, photographs, videos, books, artefacts, stories, eye-witness accounts, buildings, museums,</p>	<p>Explore there are different versions of history.</p>	<p>Use images to identify similarities and differences between pictorial and written sources.</p>	<p>Compare different versions of an event or change using sources to clarify validity.</p>	<p>Use a variety of sources and make links between them.</p>

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			historical sites and the internet to find out about the past.	Identify main differences between the different versions of history.  Begin to understand that people in the past represent times which can persuade/affect others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.  Give reasons why there may be different accounts of history.	Describe different versions of an event or change with some reasons.  Understand that people both in the past have a point of view and that this can affect interpretation.	An increased awareness that using certain sources may lead to a different outcome or understanding.  Make links between sources to identify how decisions were made.
<b>Historical Enquiry</b>	Be curious and show an interest in people, events, stories and items.  Ask questions to find out more.  Record using marks they can interpret and explain.	Explore events, look at pictures and ask questions and answer questions about old and new.  Identify old and new items.  Answer questions about the past using a source.	Begin to understand there are different ways to find out about the past.  Use a source (primary or secondary) to answer questions about the past using observations.  Begin to identify how sources can vary information provided.	Begin to know the difference between primary and secondary sources.  Use sources to learn more about a historical era.  Begin to select and record information relevant to the study.	Ask a variety of questions to gain or clarify thinking.  Use a range of sources to learn more about a historical era.  Identify closer details from a source.  Research information using books and the internet.	Identify primary and secondary sources.  Begin to question the validity of information selected.  Select relevant information from a variety of sources.  Use sources to build an understanding of a particular aspect within a historical era.	Recognise and use primary and secondary sources.  Use several sources with confidence.  Understand and explain how one source may imply something different to another.  Create their own historical line of enquiry using sources.
<b>Historical Terminology</b>	Begin to use everyday language related to time.	Use common everyday words and phrases relating to time.	Use an increased amount of common everyday words and phrases relating to time.  Use terms related to the historical learning.	Use a wider variety of terms related to the historical era and passing of time.	Use increasingly complex terms related to the historical era and passing of time.	Use historical terms with relevant dates.	Use historical terms and dates accurately.
<b>Communication</b>	Communicate their knowledge through: Discussions Drawings Sentence/labels	Communicate their knowledge through: Discussions Drawings Sentences	Communicate their knowledge through: Discussions Drawings Written	Recall, select and organise historical information.	Recall, select and organise historical information.	Recall, select and organise historical information using historical terms and dates.	Select and organise information to produce structured work using accurate historical terms and dates.

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	Making models	Making models	Role Play/drama Making models Using computing	Communicate their knowledge in a variety of ways.	Communicate their knowledge in a variety of ways.		
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