



Nacton C of E Primary School

Progression of Skills - **History**

	EYFS	KS1	LKS2	UKS2
Chronological understanding	<ul style="list-style-type: none"> • use everyday language related to time, • order and sequence familiar events, • describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> • Sequence events/objects (in their life) in chronological order • Sequence photographs etc. from different periods of their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Sequence artefacts closer together in time • Match objects to people of different ages • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a timeline • Place events from period studied on a timeline • Use dates and correct terminology related to the study unit and passing of time • Begin to date events including terms BC/BCE, AD/CE • Sequence several events/artefacts • Begin to make comparisons between different times in the past 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Place current study unit on time line in relation to other studies • Use relevant dates and terms relating to the period studied • Make comparisons between different times in the past • Sequence up to 10 events on a timeline

Range and depth of historical knowledge	<ul style="list-style-type: none"> • talk about past and present events in their own lives and in lives of family members, • develop an understanding that things were different in the past and know things happened before I was born 	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others' lives • Recognise why people did things, why events happened and what happened as a result (consequence) • Know and recount episodes from stories about the past • Identify differences between ways of life at different times • Use drama to explore why people did things in the past (e.g. role play) 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Use evidence to reconstruct life in time studied • Compare with our life today • Identify reasons for and results of people's actions • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events • Develop a broad understanding of ancient civilisations • Use drama to develop empathy and understanding (e.g. hot seating, thought tunnel, talking objects) 	<ul style="list-style-type: none"> • Study different aspects of life (e.g. differences between men and women) • Examine causes and results of great events and the impact on people • Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period • Compare beliefs and behaviour with another time studied • Write an explanation of a past event in terms of cause and effect supported with evidence • Know key dates, characters and events of time studied • Study, compare and contrast ancient civilisations • Use drama to gain, use and apply knowledge and conceptual understanding (e.g. improvisation, conscience alley, tableau)
Interpretations of history	<ul style="list-style-type: none"> • beginning to identify ways in which the past is represented through artefacts, photographs and stories. 	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? • Compare 2 versions of a past event • Compare pictures/photographs of people or events in the past • Discuss reliability of pictures/photographs/stories/accounts 	<ul style="list-style-type: none"> • 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 the evidence available • Begin to evaluate the usefulness of different sources • Look at representations of the period • Use text books/non-fiction resources and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources (fact or fiction) • Consider ways of checking the accuracy of interpretations (fact/fiction/opinion) • Offer some reasons for different versions of events • Link sources and work out how conclusions were arrived at • Be aware that different evidence will lead to different conclusions • Confidently use text books/non-fiction resources/ Internet for research

Historical enquiry	<ul style="list-style-type: none"> • be curious about people and show interest in stories, • explain own knowledge and understanding, and asks appropriate questions. • know that information can be retrieved from books and computers, • record, using marks they can interpret and explain. • Ask simple questions about artefacts 	<ul style="list-style-type: none"> • Ask and answer questions related to different sources and objects • Find answers to simple questions about the past from sources of information (e.g. artefacts) • Use a source – observe or handle sources to answer questions about the past based on simple observations • Begin to discuss the effectiveness of sources 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Use evidence to build up a picture of a past event • Observe small details (pictures, artefacts) • Ask a variety of questions • Select and record information relevant to the study (non-fiction resources, Internet research etc.) • Introduce the concept of primary and secondary sources 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Recognise primary and secondary sources • Use evidence to build up a picture of a past event • Use a range of sources to find out about an aspect of time past • Select relevant information • Suggest omissions and the means of finding out • Use a range of non-fiction resources and the Internet with increasing confidence • Use and combine knowledge gathered from several sources in a fluent account
Organisation and communication	<ul style="list-style-type: none"> • Communicate knowledge though: discussion, drawing pictures, drama/role play, making models, writing and using ICT. 	<ul style="list-style-type: none"> • Communicate knowledge though: Discussion Drawing pictures Drama/role play Making models Writing Use of ICT 	<ul style="list-style-type: none"> • Elements of previous + • Recall, select and organise historical information • Communicate knowledge and understanding 	<ul style="list-style-type: none"> • Elements of previous + • Select and organise information to produce structured work, making appropriate use of dates and terms • Select an area of study to communicate knowledge and understanding through a display