

Progression of skills in History

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	N/A	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts (or photos of artefacts) Find answers to simple questions about the past from sources of information e.g. artefacts (or photos of artefacts) Distinguish between fact and fiction 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Sequence artefacts (or photos of artefacts) closer together in time 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events Use a range of sources to find out about a period Observe small details – artefacts (or photos of artefacts), pictures Select and record information relevant to the study Begin to use the library and internet for research To make comparisons with our lives today 	<ul style="list-style-type: none"> Place events from period studied on a timeline Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied 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 	<p>Make comparisons between different times in the past</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Know and sequence key events of the time studied Use relevant terms and period labels 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and term

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 30-50 months
- Looks closely at similarities, differences, patterns and change. 40-60 months
- Shows interest in different occupations and ways of life 30-50 months
- Enjoys joining in with family customs and routines 40-60 months

- Find answers to simple questions about the past from sources of information e.g. artefacts (or photos of artefacts)
- Recognise the difference between past and present
- Sequence 3 or 4 artefacts (or photos of artefacts) from distinctly different periods of time

- Describe memories of key events in lives
- Identify differences between ways of life at different times
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/accounts/stories
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time
- Sequence several events
- Identify reasons for and results of people's actions
- Use a range of sources to find out about a period
- Observe small details – artefacts (or photos of artefacts), pictures
- Select and record information relevant to the study
- Begin to use the library and internet for research
- To make comparisons with our lives today

- Place events from period studied on a timeline
- Use terms related to the period and begin to date events
- Use evidence to reconstruct life in time studied
- 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

- Make comparisons between different times in the past
- Know and sequence key events of the time studied
- Use relevant terms and period labels
- Compare accounts of events from different sources – fact or fiction
- Offer some reasons for different versions of events
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence
- Recall, select and organise historical information

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account
- Select and organise information to produce structured work, making appropriate use of dates and term

<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. 30-50 months Remembers and talks about significant events in their own experience. 30-50 months Recognises and describes special times or events for family or friends. 30-50 months Shows interest in different occupations and ways of life. 30-50 months Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 30-50 months Enjoys joining in with family customs and routines. 40-60 months 	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts (or photos of artefacts) Recognise the difference between past and present 	<ul style="list-style-type: none"> Sequence artefacts (or photos of artefacts) closer together in time – Identify differences between ways of life at different times Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events Identify reasons for and results of people's actions Use a range of sources to find out about a period Observe small details – artefacts (or photos of artefacts), pictures Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story 	<ul style="list-style-type: none"> Understand more complex terms eg BC/AD Place events from period studied on a timeline Use terms related to the period and begin to date events Use evidence to reconstruct life in time studied 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 	<ul style="list-style-type: none"> Make comparisons between different times in the past Know and sequence key events of the time studied Use relevant terms and period labels Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Recall, select and organise historical information 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and term
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- Shows interest in different occupations and ways of life. 30-50 months
- Looks closely at similarities, differences, patterns and change. 40-60 months

- Use stories to distinguish between fact and fiction
- Find answers to simple questions about the past from sources of information e.g. artefacts (or photos of artefacts)
- Recognise the difference between past and present

- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/accounts/stories
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations

- Place the time studied on a timeline
- Use dates and terms related to the study unit and passing of time
- Sequence several events
- Use a range of sources to find out about a period
- Observe small details – artefacts (or photos of artefacts), pictures
- Identify and give reasons for different ways in which the past is represented
- Distinguish between different sources – compare different versions of the same story
- To make comparisons with life today

- Place events from period studied on a timeline
- Use terms related to the period and begin to date events
- Use evidence to reconstruct life in time studied
- 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
- Ask a variety of questions

- Make comparisons between different times in the past
- Know and sequence key events of the time studied
- Use relevant terms and period labels
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact/fiction/opin.
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account
- Select and organise information to produce structured work, making appropriate use of dates and term

	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 30-50 months • Can talk about some of the things they have observed such as plants, animals, natural and found objects. 30-50 months • Talks about why things happen and how things work. 30-50 months • Developing an understanding of growth, decay and changes over time. 30-50 months • Shows care and concern for living things and the environment. 30-50 months • Looks closely at similarities, differences, patterns and change 40-60 months • 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. ELG 	<ul style="list-style-type: none"> • Sequence events • Recognise the difference between past and present in their own and others' lives • Use stories to encourage children to distinguish between fact and fiction • Find answers to simple questions about the past from sources of information e.g. artefacts (or photos of artefacts) 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/accounts/stories • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> • Place the time studied on a timeline • Use dates and terms related to the study unit and passing of time • Sequence several events • Use a range of sources to find out about a period • Observe small details – artefacts (or photos of artefacts), pictures • 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 	<ul style="list-style-type: none"> • Understand more complex terms eg BC/AD • Place events from period studied on a timeline • Use terms related to the period and begin to date events • Use evidence to reconstruct life in time studied • 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 	<ul style="list-style-type: none"> • Make comparisons between different times in the past • Know and sequence key events of the time studied • Use relevant terms and period labels • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence • Recall, select and organise historical information 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account • Select and organise information to produce structured work, making appropriate use of dates and term
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- Talks about why things happen and how things work. 30-50 months
- Shows interest in the lives of people who are familiar to them. 30-50 months
- Remembers and talks about significant events in their own experience. 30-50 months
- Recognises and describes special times or events for family or friends. 30-50 months
- 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. ELG

- To sequence events in their lives
- Recognise the difference between past and present in their own and others' lives
- Compare adults talking about the past – how reliable are their memories?

- Sequence artefacts (or photos of artefacts) closer together in time
- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/accounts/stories
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations

- Use dates and terms related to the study unit and passing of time
- Sequence several events or artefacts (or photos of artefacts)
- Use a range of sources to find out about a period
- Observe small details – artefacts (or photos of artefacts), pictures
- Look at representations of the period – museum, cartoons etc
- Select and record information relevant to the study
- Begin to use the library and internet for research
- To make comparisons with life today

- Place events from period studied on a timeline
- Use terms related to the period and begin to date events
- Use evidence to reconstruct life in time studied
- 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
- Ask a variety of questions

- Know and sequence key events of the time studied
- Compare accounts of events from different sources – fact or fiction
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence
- Recall, select and organise historical information

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
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