

Stanton St Quintin Primary School and Nursery
 Skills and Knowledge Progression
 History



	EYFS Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	To find out about the past from books, pictures, photographs and artefacts.	To sequence events or objects in chronological order	To sequence artefacts closer together in time sequence events sequence photos from different periods of their life describe memories of key events in lives	To place the time studied on a time line sequence events or artefacts use dates related to the passing of time	To place events from period studied on a time line To use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	To place current study on time line in relation to other studies To know and sequence key events of time studied To use relevant terms and periods To relate current studies to previous studies To make comparisons between different times in history	To place current study on time line in relation to other studies To use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	To answer how and why questions.	To begin to describe similarities and differences in artefacts drama – why people did things in the past use a range of sources to find out characteristic features of the past	To find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)	To find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people’s actions understand why people may have had to do something To study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	To use evidence to reconstruct life in time studied identify key features and events look for links and effects in time To offer a reasonable explanation for some events To develop a broad understanding of ancient civilisations	To look at the evidence available begin to evaluate the usefulness of different sources To use text books and historical knowledge more independently	To find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings To compare beliefs and behaviour with another period studied To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation To know key dates, characters and events of time studied To compare and contrast ancient civilisations

Stanton St Quintin Primary School and Nursery
 Skills and Knowledge Progression
 History



Interpretations of History	Sequence pictures of themselves in a timeline	To begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	To compare pictures or photographs of people or events in the past able to identify different ways to represent the past	To identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness To look at representations of the period – museum, cartoons etc.	To look at the evidence available and begin to evaluate the usefulness of different sources To use text books and historical knowledge	To compare accounts of events from different sources. To fact or fiction offer some reasons for different versions of events	To link sources and work out how conclusions were arrived at To consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions To use the library confidently etc. for research
Historical Enquiry	ELG: Children talk about past and present events in their own lives and lives of family members	To sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	To use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts To use time lines and discuss the effectiveness of sources	To use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study To begin to use the library, e-learning for research ask and answer questions	To use evidence to build up a picture of a past event To choose relevant material to present a picture of one aspect of life in time past To ask a variety of questions use the library, e-learning for research	To begin to identify primary and secondary sources T o use evidence to build up a picture of life in time studied To select relevant sections of information confident use of library, e-learning, research	To recognise primary and secondary sources To use a range of sources to find out about an aspect of time past. To suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account
Organisation and Communication	To use time related vocabulary such as yesterday, today, and tomorrow.	To make time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	To create class display/ museum annotated photographs ICT	To communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	To -select data and organise it into a data file to answer historical questions know the period in which the study is set To display findings in a variety of ways work independently and in groups	To fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms: work independently and in groups showing initiative	To select aspect of study to make a display To use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations