



Mere Brow CE Primary School

HISTORY Skills Progression Map - Early Years Foundation Stage to Year 6

Progression in History Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Talks about a sequence of events or experiences.	Sequence events or objects in chronological order	Sequence artefacts closer together in time, sequence events, photos etc from different periods of their life, describe memories of key events in lives	Place the time studied on a timeline, sequence events or artefacts, use dates related to the passing of time	Place events from period studied on a timeline, use terms related to the period and begin to date events, understand more complex terms e.g. BC/AD	Place current study on timeline in relation to other studies, know and sequence key events of time studied, use relevant terms and periods, relate current studies to previous studies, make comparisons between different times in history	Place current study on timeline in relation to other studies, use relevant dates and terms, sequence up to ten events on a timeline
Range and Depth of Historical Knowledge	Talk about the lives of the people around them and their roles in society	Begin to describe similarities and differences in artefacts, consider why people did things in the past, use a range of sources to find out characteristic features of the past	Find out about people and events in other times, study collections of artefacts – confidently describe similarities and differences, develop empathy and understanding (hot seating, drama)	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, study change through the lives of significant individuals	Use evidence to reconstruct life in time studied, identify key features and events, look for links and effects in time studied, offer a reasonable explanation for some events	Study different aspects of life of different people – differences between men and women, examine causes and results of great events and the impact on people, compare life in early and late times studied	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, compare beliefs and behaviour with another period studied
Interpretations of History	Understand the past through settings, characters and events encountered in books read in class.	Begin to experience and identify different ways in which the past is represented e.g. photos, stories, adults talking about the past, educational websites)	Compare pictures or photographs of people or events in the past, be able to identify different ways to find out more about the past.	Identify and give reasons for different ways in which the past is represented, distinguish between different sources and evaluate their usefulness, look at representations of the period – museum, books etc.	Look at the evidence available, begin to evaluate the usefulness of different sources, use of textbooks and historical knowledge	Compare accounts of events from different sources, explore/consider whether accounts may be fact or fiction, offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at, consider ways of checking the accuracy of interpretations – fact, fiction and opinion, be aware that different evidence will lead to different conclusions, confident use of the library etc. for research



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<p>Historical Enquiry</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Sort artefacts “then” and “now” use as wide a range of sources as possible, ask and answer questions related to different sources and objects</p>	<p>Use a source – ask questions: why, what, who, how, where, to find answers, sequence a collection of artefacts, use of timelines, discuss the effectiveness of sources</p>	<p>Use a range of sources to find out about a period, observe small details – artefacts, pictures, select and record information relevant to the study, begin to use the library, e-learning for research, ask and answer questions</p>	<p>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 period, ask a variety of questions, use the library, e-learning for research</p>	<p>Begin to identify primary and secondary sources, use evidence to build up a picture of life in time studied, select relevant sections of information, confident use of library, e-learning, research</p>	<p>Recognise primary and secondary sources, use a range of sources to find out about an aspect of time past. Suggest possible omissions and the means of finding out more, gather knowledge from several sources and bring together in a fluent account</p>
<p>Organisation and Communication</p>	<p>Use drawing and role play to represent ideas.</p>	<p>Timelines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recounts) ICT</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, ICT.</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, ICT with increasing independence.</p>	<p>Select data and organise it in order to answer historical questions, know the period in which the study is set, display findings in a variety of ways, work independently and in groups</p>	<p>Select data and organise it in order to answer historical questions, know the period in which the study is set, display findings in a variety of ways, work independently and in groups, including extended writing plan and presentation.</p>	<p>Fit events into a display sorted by theme/time period, use appropriate terms, matching dates to people and events, record and communicate knowledge in different forms, work independently and in groups showing initiative</p>