

### St.Peter's progression of skills in History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Know how they have changed over time</p> <p>Understand the chronology of their family members.</p>	<p>Sequence events/photographs from different periods in their life</p> <p>Know how things (toys) have changed over time</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts/ events closer together in time</p> <p>Sequence 5 or 6 transport changes over time</p> <p>Describe memories of key events in their lives.</p>	<p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit</p> <p>Sequence several events or artefacts</p>	<p>Place events from the period studied on a timeline</p> <p>Use terms related to the period and begin to date events</p> <p>Understand AD and BC</p>	<p>Know and sequence key events from the time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on timeline in relation to other studies</p> <p>Use relevant dates and terms accurately.</p> <p>Sequence up to 10 events on a timeline.</p>
<p><b>Range and depth of historical knowledge</b></p> <p><b>Change and continuity (similarities and differences)</b></p>	<p>Say something that is the same/ different now from when they were a baby</p>	<p>Recognise the difference between past and present in their own and other's lives</p> <p>Know and recount episodes from stories about the past</p>	<p>Identify differences between ways of life at different times.</p>	<p>Find out about everyday lives of people in times studied</p> <p>Compare with our life today</p>	<p>Use evidence to reconstruct life in times studied</p> <p>Identify key features and events of time studied</p>	<p>Study different aspects of different people-differences between rich and poor (Tudors)</p> <p>Compare life in early and late times studied</p> <p>Compare an aspect of life in 2 different periods.</p>	<p>Compare beliefs and behaviour with another time studied (Ancient Maya/Ancient Egyptians)</p> <p>Know key dates, events and characters of time studied.</p>

<b>Cause and consequence</b>	Say something that happened in the past and why it happened	Say simply what happened because of an action	Recognise why people did things, why events happened and what happened as a result	Identify reasons for and results of people's actions  Understand why people may have wanted to do something.	Offer explanation for some events.	Examine causes and effects of great events and their impact on people	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
<b>Interpretations of history</b>	Say what an adult says they were like when they were younger	Use stories to encourage children to distinguish between fact and fiction  Compare adults talking about the past	Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past  Discuss reliability of photos/accounts/stories	Identify and give reasons for different ways in which the past is represented  Compare different versions of the same story  Look at different representations of a period: museums, cartoons, stories, fiction	Look at available evidence and begin to evaluate the usefulness of different sources	Compare accounts of events from different sources- 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 accounts: fact, fiction, opinion.  Be aware that different evidence will lead to different conclusions and offer many reasons for different versions of events.
<b>Historical enquiry/ Using evidence</b>	Say what an artefact/ picture shows or tells us.	Find answers to simple questions about the past	Use sources to answer questions about the past.	Use a range of sources to find out about a period  Use artefacts and pictures  Select and record information relevant to the study	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	Begin to identify primary and secondary sources  Use evidence to build up a picture of a past event  Select relevant sections of information	Recognise primary and secondary sources  Use a range of sources to find out about an aspect of time past

				Begin to use the library and internet for research	Ask a variety of questions  Use the library and internet for research	Use the library and internet for research with increasing confidence	Suggest omissions and the means of finding out  Bring knowledge gathered from different sources together in a fluent account.
<b>Organisation and communication</b>	Show understanding through pictures, role play, discussion and model making	Communicate knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Computing	As year 1	As year 1 and 2	Recall, select and organise historical information in an increasing number of ways	Select and organise information to produce structured work	Select and organise information to produce structured work, making appropriate use of dates and terms.