



Grimsargh St Michael's CE Primary School History Progression of Skills



This progression of skills document details how each key skill develops sequentially in History throughout school.

Areas of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Knowledge and Understanding of the World</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and 	<p>Recount changes in own life over time Distinguish between past and present</p> <p>Identify similarities and differences between different ways of life beyond living memory</p> <p>Use words and phrases such as old, new, young, days, months</p>	<p>Sequence events or artefacts closer together in time</p> <p>Identify similarities and differences between different ways of life in different time periods</p> <p>Use phrases such as recently, before, after, now later</p>	<p>Place the time studied on a time line</p> <p>Sequence events, people or artefacts on a timeline within period</p> <p>Understand BC/ AD BCE/ ACE</p>	<p>Place events from period studied on a time line use terms related to the period and begin to date events</p> <p>Use dates related to the passing of time eg 19th and 20th Century</p> <p>Use words and phrases such as Century, decade, BCE/ACE, after, before during</p>	<p>Place current study on time line in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Sequence historical periods</p> <p>Compare current studies to other time periods studied</p> <p>Use words and phrases such as century,</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant <u>dates</u> and terms</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world</p> <p>Use words such as social, religious, political, technological,</p>



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	<p>events encountered in books read in class and storytelling</p> <p>ELG: People, Culture and Communities</p>					<p>decade, BCE/ACE, after, before, during, Victorians, Tudors, era, period</p>	<p>cultural, bias, reliability, legacy</p>
<p style="text-align: center;">Range and Depth of Historical Knowledge</p>	<p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and</p>	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Use stories, books and other information to describe the past.</p> <p>Use stories and other information to describe differences between then and now.</p> <p>Recount main events from a significant time in history and demonstrate knowledge of significant individuals in the past</p>	<p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant period in history.</p> <p>Use evidence to explain reasons why people in past acted as they did.</p>	<p>Identify key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study some social, cultural, religious and ethnic aspects of societies studied</p> <p>Examine cause and results of great events and the impact on people</p>	<p>Know key dates, characters and events of time studied</p> <p>Give own reasons why events occurred, backed up with evidence</p> <p>Describe how some changes affect life today</p> <p>Make links between some features of past societies</p>



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	what has been read in class;						
Interpretations of History	<p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p>	<p>Compare pictures or photographs of people or events in the past (eye witness accounts, photos, artefacts)</p> <p>Able to identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Look at different versions of the same event and identify differences</p>	<p>Give reasons why there might be different accounts of history</p> <p>Begin to evaluate the usefulness of different sources</p> <p>use of text books and historical knowledge</p>	<p>Compare accounts of events from different sources.</p> <p>Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact / fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Know and understand that some evidence contains bias, propaganda, opinion or misinformation. This can affect how history is interpreted</p>



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Historical Enquiry			Use a source – why, what, who, how, where -to ask questions and find answers	Use a range of sources to find out about a period and observe and record differences	Begin to identify primary and secondary sources	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
		Sort artefacts “then” and “now” Ask and answer questions related to different sources and objects including pictures and stories.	Discuss the effectiveness of sources	Begin to use the library, e-learning for research and to ask and answer questions Suggest sources of evidence to use to help answer questions	Give reasons why there may be different accounts of history Ask a variety of questions Use books and e-learning for research Choose sources of evidence from a selection provided, to answer questions	Choose the most reliable sources of evidence from a selection provided, to answer questions Understand that there is often not a single answer to historical questions Use of books, e-learning, research	Bring knowledge gathering from several sources together in a fluent account Form own opinions about historical events from a range of sources and evaluate its usefulness



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Organisation and Communication		Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT	Describes objects, people and events. Write simple stories and recounts about the past. Draw labelled diagrams and writes about them to tell others about people, events and objects from the past. Class display/ museum annotated photographs ICT	Use dates and terms with increasing accuracy Discuss different ways of presenting information for different purposes/ audiences	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words such as monarch, settlement, invader.	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience	Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms. Use extended writing Plan and carry out individual investigations
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