

Skills Progression Grid: History

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological understanding	Sequence events in their life.	Sequence events in their life. Sequence artefacts from different periods of time.	Sequence events and artefacts closer together in time. Sequence photographs from different periods of their lives. Describe memories of key events in their lives.	Place the time studied on a timeline. Sequence several events or artefacts. Use dates related to the passing of time.	Place events from period studied on a timeline. Use terms related to period and begin to date events. Understand more complex terms e.g BC/AD	Place current study on a timeline in relation to other studies. Use relevant terms and period labels. Make comparisons between different times in history.	Place current study on a 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	Recognise the difference between past and present events within their own lives.	Recognise the difference between past and present between their own and other's lives. Begin to describe similarities and differences in artefacts.	Recognise why people did things, why events happened and what things happened as a result. Confidently describe similarities and differences in artefacts.	Find out about everyday lives of people in time studied. Compare time studied with our lives today. Identify and understand reasons for and results of people's actions.	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects. 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 between early and late life in times studied. Compare an aspect of life with the same aspect in another period.	Find out about beliefs and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. 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.
Interpretations of History	Use pictures and role play to tell stories and events from the past. Show curiosity about objects, events and people.	Use stories, pictures and role play to represent the past. Learn about the past through the adults in their lives.	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Begin to understand and discuss how reliable photos, accounts and stories are.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and discuss how reliable they are. Look at different representations of the same	Look at the evidence available. Evaluate the usefulness of different sources and compare them. Choose and use different sources. (textbooks and other historical sources)	Compare accounts and events from different sources. Evaluate and compare the reliability of different sources. Offer some reasons for different version of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations. (Fact, fiction, opinion. Be aware that different evidence will lead to

				period.			different conclusions. Confidently use different sources. (library, textbooks, internet)
Historical enquiry	<p>Answer how and why questions about events in their own lives and in the lives of others.</p> <p>Speaking and listening. (Comment and ask/answer questions)</p>	<p>To ask and answer how and why questions about the past related to different sources and objects.</p> <p>Use a wide range of sources.</p> <p>Sorting artefacts.</p>	<p>Use a source-why, what, who, how questions about the past on the basis of simple observations.</p> <p>Sequence a collection of artefacts.</p> <p>Begin to use the library, internet and other sources for research.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details- artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Ask and answer relevant questions about sources and objects.</p> <p>Use the library, internet and other sources for research.</p>	<p>Use evidence to build up a picture of a past event. (e.g sources, artefacts)</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Select relevant sections of information.</p> <p>Use the library, internet and other sources for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event. (e.g sources, artefacts)</p> <p>Select relevant sections of information.</p> <p>Use the library, internet and other sources for research with increasing confidence.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and means of finding out.</p> <p>Bring knowledge gathered from several different sources together in a fluent account.</p>
Organisation and communication	<p>Speaking and listening.</p> <p>Role play</p> <p>Drawing/mark making.</p> <p>Writing.</p>	<p>Speaking and listening.</p> <p>Role play</p> <p>Drawing</p> <p>Writing.</p> <p>Time lines.</p> <p>Making models.</p> <p>ICT</p>	<p>Speaking and listening-</p> <p>Role play</p> <p>Drawing</p> <p>Writing.</p> <p>Time lines.</p> <p>Making models.</p> <p>ICT</p>	<p>Speaking and listening-Communicating their knowledge and understanding.</p> <p>Role play</p> <p>Drawing</p> <p>Writing.</p> <p>Time lines.</p> <p>Making models.</p> <p>ICT</p>	<p>Select data and organise it to answer historical questions.</p> <p>Display findings in a variety of ways.</p>	<p>Select data and organise it to answer historical questions.</p> <p>Record and communicate knowledge in different forms.</p>	<p>Select and organise information to produced structured work, making appropriate use of dates and times.</p>