# History

| | Chronology | Historical Knowledge | Historical Interpretation | Historical Enquiry | Organisation and Communication |
|---|---|---|---|---|---|
| **EYFS** | • Talk about 'now' and 'then'<br>• Explain the difference between old and new<br>• Understand that time passes in sequential order e.g. there are days of the week that repeat and go in order, the times of the day go in order and repeat, noticing seasonal changes | • Recognise similarities and differences when relating past and present | • Notice differences in stories relating to past and present | • Ask appropriate questions to gain information<br>• Answer questions about the past | • Role play special events e.g. coronation<br>• To observe, order and sequence events and objects |
| | | | | | |
| **YEAR ONE** | • Understand the difference between moments that happened in the past and the present<br>• Sequence 2 or more photos, objects etc; from different periods of their life<br>• Describe memories of key events in their lives<br>• Use words/phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born | • Recall some facts about people/events before living memory<br>• Say why people may have acted the way they did<br>• Identify some similarities and differences between ways of life in different periods | • Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past) | • Find answers to simple questions about the past from sources of information (eg. pictures, stories)<br>• Use a wide a range of sources<br>• Answer questions related to different sources e.g. 'What do you think it could have been used for?' | • Communicate knowledge and understanding through;<br>- the use of a timeline (3D with objects/sequential pictures)<br>- drawing<br>- drama/role play<br>- writing<br>• Use some historical vocabulary when communicating e.g. yesterday, last week, when I was younger, a long time ago |
| **YEAR TWO** | • Show an awareness of the past and use the words past and present when telling others about an event<br>• Recount changes in own life over time<br>• Use words/phrases such as: recently, before, after, now, later<br>• Sequence 3 people, events and objects in order of when they happened within a chronological framework (timeline)<br>• Identify similarities and differences between ways of life in different periods | • Use information to describe the past<br>• Describe the differences between then and now<br>• Look at evidence to give and explain reasons why people in the past may have acted in the way they did<br>• Recount the main events from a significant event in history | • Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past<br>• Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this? | • Understand some of the ways in which we find out about the past<br>• Identify different ways in which the past is represented<br>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events e.g. 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?', | • Use a wide vocabulary of everyday historical terms to describe objects, people or events in history<br>• Speak about how he/she has found out about the past e.g. through role-play<br>• Record what he/she has learned by drawing/labelling and writing, including using ICT |

**Stoke Primary School**

**Progression of Skills**

| | Chronology | Historical Knowledge | Historical Interpretation | Historical Enquiry | Organisation and Communication |
|---|---|---|---|---|---|
| **YEAR THREE** | • Place the time studied onto a timeline<br>• Sequence events or artefacts<br>• Use words and phrases: century, decade<br>• Understand timelines can be divided into BC and AD | • Use evidence to describe past: houses and settlements, culture and leisure activities, way of life, buildings and their uses, peoples beliefs. Use evidence to find out how any of these may have changed during a time period<br>• Identify reasons for and results of people's actions<br>• Show an understanding of why people may have had to do something | • Identify and give reasons for different ways in which the past is represented<br>• Distinguish between different sources and evaluate their usefulness<br>• Observe representations of the period e.g. museums, cartoons etc | • Use a range of sources to find out about a time period e.g. printed sources, websites, pictures, visits, artefacts<br>• Observe small details – artefacts/pictures<br>• Suggest sources of evidence to use to help answer questions<br>• Ask and answer questions e.g. 'how did people ….? What did people do for ….?' | • Communicate knowledge and understanding in a variety of ways:<br>- discussions, pictures, writing, annotations, drama<br>• Use dates and terms with increasing accuracy<br>• Use subject specific vocabulary e.g. settlement, invasion<br>• Discusses different ways of presenting information for different purposes |
| **YEAR FOUR** | • Place dates of significant events from the past on a timeline in approximately the right place<br>• Use terms related to the time period and begin to date events<br>• Understand and apply more complex terms e.g BCE/AD, century, decade | • Show knowledge and understanding by describing features of past societies and periods<br>• Look for the links and effects in times studied<br>• Identify changes and links within and across the time periods studied (Anglo Saxons to Vikings)<br>• Describe how some of the past events/people affect life today<br>• Develop a broad understanding of ancient civilisations | • Look at the evidence available and begin to evaluate the usefulness of different sources<br>• Give reasons why there may be different accounts of history<br>• Use books/websites and own historical knowledge in discussions/written work | • Use evidence to build up a picture of a past event<br>• Use a range of sources to find out about a time period e.g. printed sources, websites, pictures, visits, databases, artefacts<br>• Begin to understand the difference between primary and secondary sources<br>• Ask a variety of questions e.g. 'What was it like for a …… during ……?' | • Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills<br>• Discusses most appropriate way to present information, realising that it is for an audience<br>• Use dates and terms accurately<br>• Use subject specific vocabulary e.g. monarch, settlement, invader |

**Stoke Primary School**

**Progression of Skills**

| | Chronology | Historical Knowledge | Historical Interpretation | Historical Enquiry | Organisation and Communication |
|---|---|---|---|---|---|
| **YEAR FIVE** | • Place current studies on a timeline in relation to other studies<br>• Know and sequence key events of time studied<br>• Relate current studies to previous studies<br>• Make comparisons between different times in history<br>• Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period | • Study different aspects of life of different people e.g. identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world<br>• Examine causes and results of great events and the impact on people<br>• Compare and contrast ancient civilisations<br>• Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period | • Compare accounts from events from different sources<br>• Give reasons for why there may be different accounts of history<br>• Know that people (now and in past) can represent events or ideas in ways that persuade others | • Follow a line of enquiry using documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past<br>• Understand the difference between primary and secondary sources of evidence<br>• Chooses reliable sources of evidence to answer questions/select relevant sections of information from books/websites for research<br>• Realises that there is often not a single answer to historical questions | • Use accurate terms, matching dates to people and events<br>• Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills<br>• Choose most appropriate way to present information to an audience |
| **YEAR SIX** | • Place a current study on timeline in relation to other studies<br>• Use relevant dates and terms<br>• Sequence up to ten events on a timeline<br>• Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today<br>• Describe main changes in a period in history using words such as: social, religious, political, technological and cultural | • Choose reliable sources of factual evidence to describe: houses and settlements; **culture and leisure activities; way of life and actions of people**; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; **differences between lives of people in society**<br>• Identify how any of above may have changed during a time period<br>• Compare *some features* of past societies e.g. settlements, beliefs<br>• Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation<br>• Know key dates, people and events of a time studied<br>• Describe how some changes affect life today | • Understand that the past has been represented in different ways<br>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion<br>• Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways | • Follow **own** line of enquiry using documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past<br>• Evaluate the usefulness and accurateness of different sources of evidence/select the most appropriate source of evidence for particular tasks | • Use a variety of ways to communicate knowledge and understanding including extended writing<br>• Present information in an organised and clearly structured way<br>• Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram)<br>• Makes accurate use of specific dates and terms |