

# History Progression of Skills



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence events in my life.</li> <li>• I can sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>• I can match objects to people of different ages.</li> <li>• I can recognise the difference between past and present in my own and others' lives.</li> <li>• I know and can recount episodes from stories about the past.</li> <li>• I can distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sequence photographs from different periods of my life</li> <li>• I can describe memories of key events in lives</li> <li>• I can sequence artefacts closer together in time</li> <li>• I can recognise why people did things, why events happened and what happened as a result</li> <li>• I can identify differences between ways of life at different times</li> <li>• I can compare 2 versions of a past event</li> <li>• I can compare pictures or photographs of people or events in the past</li> <li>• I can discuss the reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>• I can use dates and terms related to the study unit and passing of time</li> <li>• I can sequence several events or artefacts</li> <li>• I can find out about everyday lives of people in time studied</li> <li>• I can compare with our life today</li> <li>• I can identify reasons for and results of people's actions</li> <li>• I can identify and give reasons for different ways in which the past is represented</li> <li>• I can distinguish between different sources</li> <li>• I can look at representations of the period – museum, cartoons etc</li> <li>• I can use a range of sources to find</li> </ul>	<ul style="list-style-type: none"> <li>• I can place events from different periods studied on a timeline</li> <li>• I can use terms related to the period and begin to date events</li> <li>• I understand more complex terms e.g. BC/AD</li> <li>• I can use evidence to reconstruct life in a time studied</li> <li>• I can identify key features and events of a time studied</li> <li>• I can look for links and effects in a time studied</li> <li>• I can offer a reasonable explanation for some events</li> <li>• I am beginning to evaluate the usefulness of different sources</li> <li>• I can use textbooks and historical</li> </ul>	<ul style="list-style-type: none"> <li>• I know and can sequence key events of times studied</li> <li>• I can use relevant terms and period labels</li> <li>• I can make comparisons between different times in the past</li> <li>• I can study different aspects of different people</li> <li>• I can examine causes and results of great events and the impact on people</li> <li>• I can compare life in early and late 'times' studied</li> <li>• I can compare an aspect of life with the same aspect in another period</li> <li>• I can compare accounts of events from different sources both fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>• I can place current study on a timeline in relation to other studies</li> <li>• I can use relevant dates and terms</li> <li>• I can sequence up to 10 events on a timeline</li> <li>• I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• I can compare beliefs and behaviour with another time studied</li> <li>• I can write another explanation of a past event in terms of cause and effect using evidence to support and</li> </ul>

		<ul style="list-style-type: none"> <li>• I can observe or handle sources to answer questions about the past on the basis of simple observations</li> </ul>	<p>out about a period</p> <ul style="list-style-type: none"> <li>• I can select and record information relevant to the study</li> <li>• I am beginning to use books and the internet for research</li> </ul>	<p>knowledge to find information</p> <ul style="list-style-type: none"> <li>• I can use evidence to build up a picture of a past event. I can choose relevant material to present a picture of one aspect of life in time past</li> <li>• I can ask a variety of questions</li> </ul>	<ul style="list-style-type: none"> <li>• I can offer some reasons for different versions of events</li> <li>• I am beginning to identify primary and secondary sources</li> <li>• I can use evidence to build up a picture of a past event</li> <li>• I can select relevant sections of information</li> <li>• I can use the library and internet for research with increasing confidence</li> </ul>	<p>illustrate my explanation</p> <ul style="list-style-type: none"> <li>• I know key dates, characters and events of time studied</li> <li>• I can link sources and work out how conclusions were arrived at</li> <li>• I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• I am aware that different evidence will lead to different conclusions</li> <li>• I can confidently use the library and internet for research</li> <li>• I can recognise and use secondary sources</li> <li>• I can use a range of sources to find out about an aspect of time in the past</li> <li>• I can suggest omissions and the means of finding out</li> <li>• I can combine knowledge gathered from several sources</li> </ul>
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