



CRAWSHAWBOOTH PRIMARY SCHOOL

PROGRESSION IN HISTORY SKILLS

EYFS		YEAR 1 and YEAR 2	YEAR 3 and YEAR 4	YEAR 5 and YEAR 6
<p>Understanding the World Past and Present</p> <ul style="list-style-type: none"> ▪ Talk about the lives of people around them and their roles in society. ▪ Show 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 events encountered in books read in class and storytelling. 	Chronology	<ul style="list-style-type: none"> ▪ Recognise the distinction between past and present. ▪ Identify <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). ▪ Recognise the distinction between present and past in their own and other people's lives. ▪ Identify some similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> ▪ Use specialist dates and terms, and place topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Make <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. ▪ Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. 	<ul style="list-style-type: none"> ▪ Sequence events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time.

	Events, People and Changes	<ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. ▪ Use simple stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ▪ Understand <i>some</i> of the ways in which people's lives have shaped this nation. ▪ Describe how Britain has influenced and been influenced by the wider world. ▪ Understand some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. 	<ul style="list-style-type: none"> ▪ Understand significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ▪ Gain historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ▪ Establish a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. ▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time
	Communication	<ul style="list-style-type: none"> ▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. 	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

Enquiry, Interpretation and Using Sources

- Use sources to answer *simple* questions about the past.
- Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.
- Identify some of the *basic* ways the past can be represented.
- To begin to understand the reasons why people in the past acted as they did from a range of sources (*pictures, plays, films, written accounts, songs, museum displays, stories*).

- Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (*artist's pictures, museum displays, written sources*).
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

- Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others.