

History Progression of Skills – Laceby Stanford Primary Academy

EYFS	Understanding the World		Past & Present	
	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 		<ul style="list-style-type: none"> Talk about the lives of 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 events encountered in books read in class and storytelling. 	
KS1/KS2	Chronological Understanding	Knowledge and Understanding	Historical Interpretation	Historical Enquiry
Year 1	<ul style="list-style-type: none"> Understand the difference between past and present Place known events and objects on a timeline Use words such as: now, yesterday, a long time ago, before I was born 	<ul style="list-style-type: none"> Recall some facts about people/events before living memory Identify some similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past Understand there are different versions of events 	<ul style="list-style-type: none"> Describe some simple similarities and differences between artefacts Sort artefacts to 'then' and 'now' Ask simple questions about the past
Year 2	<ul style="list-style-type: none"> Recount changes in own life over time Understand how to put people, events and objects in order 	<ul style="list-style-type: none"> Describe the differences between then and now Look at evidence to explain reasons why people in the past may have acted the way they did Recount details from some significant events in history 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 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? 	<ul style="list-style-type: none"> Understand some of the ways in which we find out about the past Identify different ways in which the past is represented.
Year 3	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe dates of and order significant events from the period studied (timeline) Use an increasing range of common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history and what the reasons for this might be. 	<ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past
Year 4	<ul style="list-style-type: none"> Place some historical periods in a chronological framework (timeline) Describe the main changes in a period in history. Use historic terms related to the period of study. 	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past

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		<ul style="list-style-type: none"> Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> Understand that sources can contradict each other 	
Year 5	<ul style="list-style-type: none"> Describe the main changes in a period in history. Use dates to order and place significant events on a timeline. 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give some reasons (with evidence) for some important historical events. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources 	<ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer
Year 6	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Use evidence to support arguments. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance