



### History Progression of Skills Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology/ Topics</b>		<p>The lives of significant individuals in the past who have contributed to national and international achievements- Charles II, Elizabeth II, Charles III</p> <p>Changes within living memory- Toys</p> <p>Significant historical events, people and places in their own locality- The Beatles, The Real Thing</p> <p>I can sequence events or objects in chronological order</p>	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p> <p>Significant event-significant historical events, people and places in their own locality-Titanic</p> <p>Events beyond living memory- Stone Age</p> <p>I can sequence artefacts closer together in time</p> <p>I can sequence events</p> <p>I can sequence photos etc; from different periods of their life</p> <p>I can describe memories of key events in their lives</p>	<p>Ancient Egyptians Ancient Sumer (Cradles of Civilisation) Indus Valley Persia Ancient Greece Alexander the Great</p> <p>I can place the time studied onto a timeline</p> <p>I can sequence events or artefacts</p> <p>I can use dates related to the passing of time</p>	<p>The Roman Empire The Romans in Britain Islamic Civilisation (Early Islam and the Rise of Islam)</p> <p>I can place events studied from the places studied onto a timeline</p> <p>I can use terms related to the time period and begin to date events</p> <p>I can understand more complex terms e.g BCE/AD</p>	<p>Early Islamic Civilisation- Baghdad Anglo Saxons Vikings Victorian Liverpool</p> <p>I can place current studies on a timeline in relation to other studies</p> <p>I know and sequence key events of time studied</p> <p>I can use relevant terms and periods labels</p> <p>I can relate current studies to previous studies</p> <p>I can make comparisons between different times in history</p>	<p>Ancient Maya 18th and 19th Century Slave trade 20th Century migration (Countries in WW2)</p> <p>I can place a current study on timeline in relation to other studies</p> <p>I can use relevant dates and terms</p> <p>I can sequence up to ten events on a timeline</p>
<b>Substantive knowledge</b>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Begin to describe similarities and differences in artefacts</p> <p>I can question why people did things in the past</p> <p>Use a range of sources to find out characteristic</p>	<p>I can find out about people and events in other times</p> <p>I can confidently describe similarities</p>	<p>I can find out about everyday lives of people in time</p> <p>I can compare with our life today</p> <p>I can identify reasons for</p>	<p>I can use evidence to reconstruct life in time studied</p> <p>I can identify key features and events</p> <p>I can look for the links and effects in time</p>	<p>I can study different aspects of life of different people</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>I can compare beliefs</p>



					Independent	Curious	Communicators	Resilient	Reflective
	Children are introduced to characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.	features of the past	and differences of collections of artefacts  Drama – develop empathy and understanding (hot seating, speaking and listening)	and results of people's actions  I can show an understanding of why people may have had to do something  I can develop a broad understanding of ancient civilisations	studied  I can offer reasonable explanation for some events  I can continue to develop a broad understanding of ancient civilisations	and late times studied  I can compare an aspect of life with the same aspect in another period			and behaviour with another period Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  I know key dates, characters and events of a time studied I can compare and contrast ancient civilisations
Skills	<p>Look at images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Talk about experiences that are familiar to them and how these may have differed in the past.</p> <p>Look at images, listen to stories that help them begin to develop an understanding of the past and present.</p> <p>Listen to fictional and non-fictional characters from a range of cultures and times in storytelling. Children respond to these characters and</p>	<p>I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p> <p>I can sort artefacts 'then' and 'now'</p> <p>I can use as wide a range of sources as possible</p> <p>I can answer questions related to different sources...</p> <p>I can communicate my understanding through; - the use of a time line (3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT</p>	<p>I can compare pictures or photographs of people or events in the past</p> <p>Children are able to identify different ways to represent the past</p> <p>I can use a source – I can ask why, what, who, how and where questions and find answers to them</p> <p>I can sequence a collection of artefacts I can use timelines</p> <p>I can communicate my understanding through; - Class display/... - Using annotated... - Using ICT</p>	<p>I can identify and give reasons for different ways in which the past is represented</p> <p>I can distinguish between different sources and evaluate their usefulness</p> <p>I can look at representations of the period e.g I can use a range of sources to find out about a time period I can observe small details – artefacts/pictures I can select and record information relevant to the study I can begin to use the books and e-learning for research I can ask and answer questions</p>	<p>I can look at the evidence available</p> <p>I can begin to evaluate the usefulness of different sources</p> <p>I can use text books and my own historical knowledge</p> <p>I can use evidence to build up a picture of a past event</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p> <p>I can ask a variety of questions</p> <p>I can use the books and elearning for research</p> <p>I know the period in which the study is set</p>	<p>I can compare accounts from events from different sources</p> <p>I can offer some reasons for different versions of events</p> <p>I can begin to identify primary and secondary sources</p> <p>I can use evidence to build up a picture of life in time studied</p> <p>I can select relevant sections of information</p> <p>I am confident in the use of book and e-learning for research</p> <p>I can fit events into a display sorted by time I can use appropriate terms, matching dates to people and events</p> <p>I can record and communicate knowledge in different forms Work</p>			<p>I can link sources and work out how conclusions were arrived at</p> <p>I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>I am aware that different evidence will lead to different conclusions</p> <p>I am confident in the use of books and e-learning for research</p> <p>I can recognise primary and secondary sources</p> <p>I can use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>I can bring knowledge gathering from several sources together in a</p>



	give opinions			I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode	I can display findings in a variety of ways  I can work independently and in groups	independently in group showing initiative	fluent account  I can select aspects of a study to make a display I can use a variety of ways to communicate knowledge and understanding including extended writing  I can plan and carry out individual investigations