

Progression of Skills

History

R	<p>Communication and Language 3 – 4 years Use a wider range of vocabulary. Understand 'why' questions. Be able to express a point of view and to debate.</p> <p>Reception Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in detail. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>		<p>Understanding the world 3 – 4 years Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p> <p>Reception Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.</p> <p>ELG: Past and present 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.</p>		
	Chronological Understanding	Knowledge and understanding of past events, people and changes in the past	Historical Interpretation	Historical enquiry	Organisation and communication
1/2	<p>Sequence some events or related objects in order.</p> <p>Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow, recently, before, after, now, later, past, present.</p> <p>Recount parts of stories and memories about the past.</p> <p>Know some things that happened to other people in the past.</p> <p>Order 3 or more people, events using a given scale.</p> <p>Recount changes in own life over time.</p> <p>Identify similarities and differences between periods.</p>	<p>Tell the difference between past and present in own and other people's lives.</p> <p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Know some things that happened to other people in the past.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understand why some people in the past did things.</p>	<p>Look at pictures and discuss, "Which things are old and which are new?"</p> <p>Answer questions about events, using 'before' and 'after' to describe when something happened.</p> <p>Look at objects from the past and discuss, "What were they used for?" and try to answer.</p> <p>Find answers to simple questions about the past from sources of information (eg. pictures, stories)</p> <p>Look carefully at pictures or objects to find information about the past.</p> <p>Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p>Estimate the ages of people by studying and describing their features.</p>	<p>Sort events or objects into groups (Then and now.)</p> <p>Say when own birthday is.</p> <p>Use simple time lines to order events or objects.</p> <p>Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p> <p>Describe objects, people and events.</p> <p>Write own date of birth.</p> <p>Write simple sentences, stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>

<p>KS2</p>	<p>Name and place dates of significant events from past on a timeline.</p> <p>Use historical vocabulary e.g. century, decade, BC, AD, after, before, during.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Note connections, contrasts and trends over time.</p> <p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Sequence historical periods.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.</p> <p>Recall the date of any significant event studied from past and place it correctly on a timeline.</p>	<p>Use evidence to describe the past e.g. Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, Things of importance to people Differences between lives of rich and poor</p> <p>Use evidence to find out and give reasons why any of these may have changed during a time period.</p> <p>Describe similarities and differences between people, events and objects.</p> <p>Show changes on a timeline.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Describe how some of the past events/people affect life today.</p> <p>Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, 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 rich and poor.</p> <p>Identify how any of above may have changed during a time period.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Show identified changes on a timeline.</p> <p>Describe similarities and differences between some people, events and objects studied.</p> <p>Describe how some changes affect life today. Make links between some features of past societies.</p>	<p>Look at 2 versions of same event and identify differences in the account.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people? What did people do for?' 'what was it like for a during?'</p> <p>Suggest sources of evidence from a selection provided.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past.</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p> <p>Form own opinion about historical events from a range of sources.</p>	<p>Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills</p> <p>Use dates and terms correctly.</p> <p>Discuss most appropriate way to present information, realising that it is for an audience.</p> <p>Use subject specific words such as monarch, settlement, invader. Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.</p> <p>Make use of different ways of presenting information.</p> <p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Make accurate use of specific dates and terms.</p>
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