

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronology</b>	<p>Talk about chronological events which have taken place in our life.</p> <p>Understand the terminology the past and present.</p> <p>Chronology refers to a shorter period of time.</p>	<p>Sequence events or objects in chronological order.</p> <p>Use the terminology of the past, present and future with increasing accuracy.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence specific events in chronological event.</p> <p>Sequence photos and other sources from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a time line.</p> <p>Sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p> <p>Specific use of language focusing on the recall of exact time periods.</p>	<p>Place events from period studied on a time line with increasing competency.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>	<p>Place current study on time line in relation to other studies with increasingly accuracy.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a time line.</p> <p>Identify changes within and across different periods within Britain and the wider world.</p>
<b>Range and Depth of Historical Knowledge</b>	<p>To begin to describe similarities and differences in artefacts from their past such as toys from the past.</p>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Use drama to understand why people did things in the past.</p> <p>Identify key features and events studied.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Find out about people and events in other times.</p> <p>Collections of artefacts – confidently describe similarities and differences.</p> <p>Use drama to develop empathy and understanding (hot seating, speaking and listening).</p> <p>Identify key features and events studied,</p>	<p>Find out about everyday lives of people in time studied and compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>To understand why people may have had to do something.</p> <p>Identify key features and events studied, Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilizations.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Identify key features and events studied.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>

				Elizabeth II).		life with the same aspect in another period.  Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt).	Know key dates, characters and events of time studied.  Compare and contrast ancient civilizations.
<b>Interpretations of History</b>	To explore views of the past (recent past and events relevant to them).	To begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website).	Compare pictures or photographs of people or events in the past.  To be able to identify different ways to represent the past.	Identify and give reasons for different ways in which the past is represented.  Distinguish between different sources and evaluate their usefulness.  Look at representations of the period – museum, cartoons, etc.	Look at the evidence available.  Begin to evaluate the usefulness of different sources.  Use of text books and historical knowledge.	Compare accounts of events from different sources. Fact or fiction.  Discuss validity of sources e.g. fake news.  Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions confident use of the library etc. for research.
<b>Historical Enquiry</b>	Be curious about artefacts and events and ask and answer questions.  Identify similarities and differences.	Sort artefacts “then” and “now”.  Use as wide a range of sources as possible.  Speaking and listening (links to literacy).  To ask and answer questions related to different sources and objects.	Use a source – why, what, who, how, where to ask questions and find answers.  Sequence a collection of artefacts.  Use of time lines discuss the effectiveness of sources.	Use a range of sources to find out about a period.  Observe small details – artefacts, pictures select and record information relevant to the study.  Begin to use the library, e-learning for research.  Ask and answer questions.	Use evidence to build up a picture of a past event.  Choose relevant material to present a picture of one aspect of life in time past.  Ask a variety of questions.  Use the library, e-learning for research	Begin to identify primary and secondary sources.  Use evidence to build up a picture of life in time studied.  Select relevant sections of information.  Confident use of library, e-learning, research.	Recognise primary and secondary sources.  Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.  Bring knowledge gathering from several sources together in a fluent account.

<p><b>Organisation and Communication</b></p>	<p>Show knowledge and understanding about the past in different ways, eg role play.</p>	<p>Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount).</p> <p>Use ICT.</p>	<p>Class display/ museum annotated photographs and ICT.</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode.</p>	<p>Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set display findings in a variety of ways work independently and in groups.</p>	<p>Fit events into a display sorted by theme time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms- work independently and in groups showing initiative.</p>	<p>Select aspect of study to make a display.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations.</p>
--	---	--	---	---	--	--	---



**Croft CE Primary School**  
**History: Progression of Skills**

