



## Slindon CofE Primary School- Progression of skills – History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Match objects to people of different ages - timeline	Match objects to people of different ages - timeline	Matching objects to a time period-timeline.	Placing a specific event on a timeline.	Place the time studied on a time line.	Know and sequence key events of the time studied.	Place current study on a time line, in relation to other studies.
Range and depth of historical knowledge	Recognise past and present in their own lives.  They can talk about things that have happened to them.	Recognise past and present in their own and others lives.  They can talk about things that have happened to them and family members.	Identify why people did things, why events happened.  They can identify that people live different lives.	Find out about the lived experience in the time studied.  They can compare the time studied with life today.  They can look for reasons why.	Use evidence to have empathy with the people and events studied.  Look for links in times studied and what this caused.  They can look for reasons why and use evidence to support this.	Study different aspects of different people – differences between treatment of children.  Examine causes and results of great events and the impact on the people.  Compare life in early and late times studied.  Compare an aspect of life with the same aspect in another period.	Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings.  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
Interpretations of history	They understand fact and fiction.  They understand what a memory is.	They can use stories to understand fact and fiction.  Compare people talking about their past.	They understand there can be more than one version of an event.  Compare people or photographs of things that have happened in the past.	Identify and give reasons for how the past is presented.  Can identify primary and secondary sources.	Use the evidence available to look at how the past is presented.  Distinguish between different sources.	Compare accounts from different sources.  Use text books and historical sources to find information,  Confidently use the internet and library.	Explain how they have used evidence to come to their conclusion.  Consider how some sources may be misleading.  Confidently use the internet and library.
Historical enquiry	Give simple answers about their past.	Use artefacts to make simple observations about the past.	Use artefacts to make predictions about the past.  Be able to use teacher chosen websites.	Observe small details- artefacts and pictures.  Ask simple questions, using the internet to research.	Choose relevant artefacts or sources to build up a picture of an event.  Ask questions and research these on the internet.	Choose relevant artefacts or sources to build up a picture of an event.  Ask questions, selecting relevant information.	Suggest what may be missing and how this could be found out.  Ask questions selecting relevant information and checking using other sites.