



Rattlesden C of E Primary Academy

Believe Embrace Shine Together I can do all things through Christ who strengthens me.' **Philippians 4:13**

Progression of skills - HISTORY

Bold = STICKY KNOWLEDGE/KEY LEARNING

	EYFS	Year 1	Year 2	Year 3
Chronological knowledge and understanding (including characteristic features of periods)	<ul style="list-style-type: none"> ● Use everyday language related to time ● Order and sequence familiar events ● Talk about past and present events in their own lives 	<ul style="list-style-type: none"> ● Sequence events in their life ● Sequence 3 or 4 artefacts from distinctly different periods of time ● Match objects to people of different ages ● Recognise the difference between past and present in their own and others lives ● Know and recount episodes from stories about the past 	<ul style="list-style-type: none"> ● Sequence artefacts closer together in time ● Sequence photographs etc. from different periods of their life ● Describe memories of key events in lives ● Identify differences between ways of life at different times 	<ul style="list-style-type: none"> ● Place the time studied on a timeline ● Use dates and terms related to the study unit and passing of time ● Sequence several events or artefacts
Characteristics similarities and differences (within a period/situation)	<ul style="list-style-type: none"> ● Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> ● Begin to make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> ● Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> ● Make more complex observations about different types of people, events, beliefs within a society
Continuity and change (in and between periods)	<ul style="list-style-type: none"> ● Begin to notice similarities, differences, patterns and change 	<ul style="list-style-type: none"> ● Identify some simple similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> ● Identify similarities and differences between ways of life at different times and within periods 	<ul style="list-style-type: none"> ● Describe / make links between main events, situations and changes within and across different periods/societies
Cause and consequence	<ul style="list-style-type: none"> ● Question why things happen 	<ul style="list-style-type: none"> ● Question why things happen and give explanations ● Begin to recognise why people did things, why events 	<ul style="list-style-type: none"> ● Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> ● Begin to Identify and give reasons for and results of, historical events, situations, changes



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Progression of skills - HISTORY

		happened and what happened as a result		<ul style="list-style-type: none"> Understand why people may have wanted to do something
Significance (of events / people) and Interpretation	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account Distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Begin to identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at different representations of the period
Historical Enquiry (Using evidence)	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and ask appropriate questions. 	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Understand how knowledge of the past is constructed from a range of sources Select and record information relevant to the study Begin to use the library and internet for research
Communication	<ul style="list-style-type: none"> Communicate their knowledge through: Talk/discussion Drawing and mark making Play 	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion Art Drawing pictures Drama/role play Making model Writing Using ICT 		



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Progression of skills - HISTORY

	Year 4	Year 5	Year 6
Chronological knowledge and understanding (including characteristic features of periods)	<ul style="list-style-type: none"> Place events from period studied on timeline Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Know key dates, characters and events of time studied Establish clear narratives within and across periods studied
Characteristics similarities and differences (within a period/situation)	<ul style="list-style-type: none"> Identify key features and events of time studied Begin to identify key similarities and differences 	<ul style="list-style-type: none"> Compare key features and events of time studied Identify key similarities and differences 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Begin to analyse social, cultural, religious and ethnic diversity in Britain the wider world
Continuity and change (in and between periods)	<ul style="list-style-type: none"> Look for links and effects in time studied 	<ul style="list-style-type: none"> Make comparisons between different times in the past Make comparisons within the same period 	<ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied Note connections, contrasts and trends over time Describe / make links between main events, situations and changes within and across different periods/societies



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Causes and consequences	<ul style="list-style-type: none"> ● Identify and give reasons for and results of, historical events, situations, changes 	<ul style="list-style-type: none"> ● Examine causes and results of events and situations and the impact on people 	<ul style="list-style-type: none"> ● Give another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
Significance (of events / people) and Interpretation	<ul style="list-style-type: none"> ● Look at the evidence available ● Begin to evaluate the usefulness of different sources ● Understand that different versions of the past may exist 	<ul style="list-style-type: none"> ● Understand that different versions of the past may exist, giving some reasons for this ● Compare accounts of events from different sources – fact or fiction ● Offer some reasons for different versions of events 	<ul style="list-style-type: none"> ● 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
Historical Enquiry (Using evidence)	<ul style="list-style-type: none"> ● Use evidence to build up a picture of a past event ● Use evidence to reconstruct life in time studied ● Choose relevant material to present a picture of one aspect of life in time past 	<ul style="list-style-type: none"> ● Begin to identify primary and secondary sources ● Select relevant sections of information ● Begin to address and sometimes devise historically valid questions ● Begin to construct informed responses by selecting and organising relevant historical information 	<ul style="list-style-type: none"> ● Regularly address and sometimes devise historically valid questions ● Construct informed responses by Selecting and organising relevant historical information ● Recognise primary and secondary sources ● Suggest omissions and the means of finding out ● Bring knowledge gathered from several sources together in a fluent account
Communication	<ul style="list-style-type: none"> ● Recall, select and organise historical information ● Communicate their knowledge and understanding in a wide variety of ways including: drama, role play, art, written accounts, multi media and through ICT 		<ul style="list-style-type: none"> ● Select and organise information to produce structured work, making appropriate use of dates and terms and showing an awareness of audience