

Mount Charles School
History **Skills** Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<i>Statements from Development Matters and Birth to 5 Matters – Understanding the World, Past and Present.</i>	<i>NC: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Pupils should know where the people and events they study fit within a chronological framework.</i>		<i>NC: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i>			
	<p><u>3-4 Years</u> Retell past events in correct order.</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Remembers & talks about significant times or events for family & friends.</p> <p>Begin to make sense of own life-story & family's history.</p> <p><u>Reception</u> Use talk to organise, sequence and clarify thinking and events.</p> <p>Compare & contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>	<p><u>Sequence events in my own life (covered in PSHE).</u></p> <p>Describe memories and changes that have happened in my own life.</p> <p>Sequence 3 or 4 artefacts from different periods of time.</p> <p>Sequence 3 or 4 pictures from different periods of time.</p> <p>Sequence key events that are close together in time.</p>	<p>Sequence artefacts from different periods of times.</p> <p>Sequence pictures from different periods of time.</p> <p>Order dates from earliest to latest on a simple timeline.</p> <p>Write my own date of birth and the dates of some significant individuals.</p>	<p>Place events from period studied on a timeline.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates.</p> <p>Understand that a timeline can be divided into BC and AD.</p>	<p>Understand and use terms associated with the period and begin to date events.</p> <p>Understand and use BC and AD to date events.</p>	<p>Sequence up to 8 significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand how some historical events/periods occurred concurrently in different locations.</p>	<p>Place current period of study on a timeline in relation to other periods studied.</p> <p>Sequence up to 10 events on a timeline using dates.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand and explain how some historical events/periods occurred concurrently in different locations.</p>
Knowledge and	<i>Statements from Development Matters and Birth to 5 Matters –</i>	<i>NC: Pupils should identify similarities and differences between ways of life in different periods. Pupils should choose and use parts of</i>		<i>NC: Children should note connections, contrasts and trends over time.</i>			

Understanding of Events, People and Changes in the Past	<i>Understanding the World, Past and Present.</i>	<i>stories and other sources to show that they know and understand key features of events.</i>					
	<p><u>3-4 Years</u> Develop an understanding of growth, decay and changes over time.</p> <p>Look at similarities and differences.</p> <p><u>Reception</u> Make observations and talk about changes.</p> <p>Look closely at similarities, differences, patterns, and change.</p> <p>Identify similarities and differences between old and new.</p> <p>Use talk to organise, sequence & clarify thinking, ideas, feelings & events.</p>	<p>Recognise some similarities and differences between the past and the present.</p> <p>Recount parts of stories and significant events in history.</p> <p>Identify and begin to describe significant individuals from the past.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Use evidence to describe differences between then and now.</p> <p>Recount parts of stories and significant events in history.</p> <p>Describe significant individuals from the past.</p> <p>Understand that there are reasons why people in the past acted in the way that they did.</p>	<p>Show knowledge and understanding of some of the main events, people and changes during the time studied.</p> <p>Use evidence to describe lives of people and communities from the past and compare with our life today.</p> <p>Begin to identify the causes and consequences of people's actions.</p>	<p>Show knowledge and understanding by describing features of past societies and periods and offer reasonable explanation for some of these.</p> <p>Describe similarities and differences between people, events and artefacts studied across periods.</p> <p>Describe how people and events of the past influence life today.</p>	<p>Begin to examine the wider causes and consequences of significant historical events, and the impact this had on others.</p> <p>Compare an aspect of life with the same aspect in another time period, e.g., economic, religious, social, cultural, political, and military.</p>	<p>Examine the wider short and long term causes and consequences of significant historical events, and the impact this had on others.</p> <p>Find out beliefs, behaviours, and characteristics of people, recognising that not everybody shared the same views, and compare these with that of another period.</p>
Interpretation of History	<i>Statements from Development Matters and Birth to 5 Matters – Understanding the World, Past and Present.</i>	<i>NC: Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>		<i>NC: Pupils should understand how our knowledge of the past is constructed from a range of sources.</i>			
	<p><u>3-4 Years</u> Notice detailed features of objects in their environment.</p> <p>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>Bring in photographs, videos, visitors.</p> <p>Preserve memories of special events e.g. make a book, video, photos.</p>	<p>Begin to use stories or accounts to distinguish between fact and fiction.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p><u>Sources:</u> Books (fiction and non-fiction) Pictures Portraits Photos Experiences/trips/workshops</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photographs of people/ events in the past.</p> <p>Begin to identify the different ways to represent the past.</p> <p><u>Sources:</u> Books Pictures Portraits Eye-witness accounts</p>	<p>Look at more than two versions of the same event or story and identify differences.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Identify a primary source.</p> <p><u>Sources:</u> Books Pictures Eye-witness accounts Photos Carvings Artefacts Buildings Printed sources</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Identify a secondary source.</p> <p>Begin to recognise the difference between primary and secondary sources.</p> <p><u>Sources:</u> Books Pictures Eye-witness accounts Photos</p>	<p>Begin to find and analyse a range of evidence about the past.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Understand the difference between primary and secondary sources and the impact of this on reliability.</p> <p>Use a range of evidence to give some clear reasons for different interpretations of the past. Link this to factual</p>	<p>Find and analyse a range of evidence about the past. Confidently use the library and internet for research.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history and lead to different conclusions.</p> <p>Check the reliability of different sources of evidence by cross referencing.</p>

	<p>Share stories about people from the past who have an influence on the present</p> <p><u>Reception</u> Use talk to organise, sequence & clarify thinking, ideas, feelings & events.</p> <p>Articulate ideas & thoughts in well-formed sentences.</p> <p>Ask questions to find out more & to check understanding of what has been said.</p>		<p>Diary Photos Artefacts Buildings Experiences/trips/workshops</p>	<p>Internet research (guided by an adult) Experiences/trips/workshops</p>	<p>Artefacts Buildings Printed sources Internet research (guided by an adult) Experiences/trips/workshops</p>	<p>understanding of the past.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p><u>Sources:</u> Books Pictures Eye-witness accounts Artefacts Buildings Printed sources Internet research (own research) Experiences/trips/workshops</p>	<p>Evaluate the usefulness of different sources.</p> <p>Consider different ways of checking the accuracy of interpretations of the past- fact or fiction and opinion.</p> <p><u>Sources:</u> Books Pictures Eye-witness accounts Photos Artefacts Buildings Music Printed sources Internet research (own research) Experiences/trips/workshops</p>
Historical Enquiry	<p><i>Statements from Development Matters and Birth to 5 Matters – Understanding the World, Past and Present.</i></p>	<p><i>NC: Pupils should ask and answer questions, using other sources to show that they know and understand key features of events.</i></p>		<p><i>NC: Pupil should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p>			
	<p><u>3-4 Years</u> Question why things happened & give explanations.</p> <p>Understand why and how questions.</p> <p>Asks who, what, when & how.</p> <p><u>Reception</u> Ask questions to find out more & to check understanding of what has been said.</p> <p>Understands questions such as who, why, when, where & how.</p>	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p>Observe or handle evidence to ask questions about the past.</p> <p>Observe or handle evidence to find answers to questions about the past on the basis of observations.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>Use a range of primary and secondary sources to find out the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past, through careful selection and organisation of relevant historical information.</p> <p>Begin to use books and the internet to research and answer own questions.</p>	<p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Ask a variety of questions to find answers about the past.</p> <p>Use books and the internet for research.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to answer historically valid</p>	<p>Choose reliable sources of factual evidence to find answers to questions.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Use a wide range of evidence to construct detailed, informed responses.</p>

	<p>Understands a range of complex sentence structures including tense markers.</p> <p>Engage in non-fiction books.</p>					<p>questions.</p> <p>Use books and the internet for research with increasing confidence.</p>	
Presenting, Organising and Communicating	<p><i>Statements from Development Matters and Birth to 5 Matters – Understanding the World, Past and Present.</i></p>	<p><i>NC: Pupils should use a wide vocabulary of everyday historical terms.</i></p>		<p><i>NC: Pupils should develop the appropriate use of historical terms.</i></p>			
	<p><u>3-4 Years</u> Use talk to discuss significant times or events for family and friends.</p> <p><u>Reception</u> Use talk to organise, sequence & clarify thinking, ideas, feelings & events.</p> <p>Articulate ideas & thoughts in well-formed sentences</p>	<p>Show an understanding of historical terms.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Use drama/role play to communicate their knowledge about the past.</p>	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Present, communicate and organise ideas about the past using models, drama role-play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Present ideas based on their own research about a studied period.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and present a self-directed project or research about the studied period.</p>			