



# Barrowcliff School

## Skills Progression Grid

### History

EYFS	Understanding the World			
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Re-enact their experiences</li> <li>• Remember and share things that have happened in their past, or other people's past</li> <li>• Understand there is an order or sequence to a day, or routine</li> <li>• Use every day and comparative language related to time</li> </ul>			
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Sequence key events in their lives</li> <li>• Use the language of time e.g. yesterday, tomorrow, long ago</li> <li>• Talk about things that have happened in their lives, using the past tense</li> <li>• Mark the passage of time through observations of seasons and key events e.g. birthdays, Christmas, holidays</li> <li>• Find out about things that happened long ago through stories, non-fiction texts &amp; artefacts e.g. dinosaurs, toys</li> </ul>			
Years 1-6	Chronological Understanding	Historical Enquiry	Interpretations of History	Historical Knowledge
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Sequence events in their lives</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>• Find answers to simple questions about the past using sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Compare adults talking about their past-how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and others' lives they know and be able to recount stories from the past</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time</li> </ul>	<ul style="list-style-type: none"> <li>• Use a source -observe or handle sources to answer questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two different versions of past events</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events</li> </ul>

	<ul style="list-style-type: none"> <li>• Sequence photos e.g: from different periods of their life</li> <li>• Sequence key events from their lives</li> </ul>	on the basis of simple observations	<ul style="list-style-type: none"> <li>• Compare pictures or photographs of people or events in the past</li> <li>• Discuss the reliability of photographs of people/ events in the past.</li> </ul>	<p>happened and what happened as a result</p> <ul style="list-style-type: none"> <li>• Identify differences between ways of life at different times</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline</li> <li>• Use dates and terms related to the area of study and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Use a range of sources to find out about a period</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use books and the library for study with increased independence</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about every-day lives in period being studied- compare with life today</li> <li>• Identify reasons for and result of people's actions</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Place events form period studied on a time-line</li> <li>• Use terms associated with the period and begin to date events</li> <li>• Understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> <li>• Use books and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use books (inc. text books) and own knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in period being studied</li> <li>• Identify key features of period</li> <li>• Look for links and effects and offer a reasonable explanation for some events</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Know and sequence key events from the period</li> <li>• Use relevant terms and period labels</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources Use evidence to build up a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of people e.g difference between men and women</li> </ul>

	<ul style="list-style-type: none"> <li>• Make comparisons between different periods in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Select relevant sections of information Use books and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine cause and effects of significant events (impact on people)</li> <li>• Compare life in early and late period being studied</li> <li>• Compare aspect of life being studied with another period</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Place current period of study on a time line in relation to other periods studied</li> <li>• Use relevant terms and dates</li> <li>• Sequence up to 10 dates on a time-line</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore differences in religion, beliefs, characteristics, behaviour recognising that people think differently</li> <li>• Compare these with other periods studied.</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> </ul>

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