



Southam Primary School History Skills and Knowledge Progression



Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> I can talk about past and present events in my own life and in the lives of family members. I can use everyday language related to time. I can order and sequence familiar events. 	<ul style="list-style-type: none"> I can sequence events or objects in chronological order. I can sequence photos from different periods of my life time. I can describe memories of key events in lives. 	<ul style="list-style-type: none"> I can sequence artefacts closer together in time (toys/Gun Powder artefacts) I can order events. I can sequence photos from different periods. I can read and understand a simple timeline (e.g. birth of Jesus, Gunpowder Plot, Great Fire of London, Queen Victoria, their birth). 	<ul style="list-style-type: none"> I can place the time period studied on a time line. I can sequence events or artefacts. I can use dates related to the passing of time. 	<ul style="list-style-type: none"> I can place events from a time period studied on a time line. I can use terms related to the period and begin to date events. I can understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> I can place a current study on a time line in relation to other studies. I know and can sequence key events of time studied. I can use relevant terms and period labels e.g. Elizabethan/Victorian. I can relate current studies to previous studies. I can make comparisons between different times in history. 	<ul style="list-style-type: none"> I can place current studies on a time line in relation to other studies. I can use relevant dates and terms. I can sequence up to ten events on a time line.
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers & talks about significant events in their own experience. Recognises & describes special times or events for family or friends. 	<ul style="list-style-type: none"> I can find out about people and events in other times (Samuel Peeps). I can begin to describe similarities and differences in artefacts. I can show some understanding about why people did things in the past through: discussion, drama, small world and cross curricular Literacy. 	<ul style="list-style-type: none"> I can find out about people and events in other times (Guy Fawkes). I can describe similarities and differences between collections of artefacts. I can use a range of sources to find out characteristic features of the past. I am developing understanding about people and events from the past through: discussion, drama and cross curricular writing. 	<ul style="list-style-type: none"> I can find out about everyday lives of people in the time studied. I can compare a period of time with our life today. I can identify reasons for and results of people's actions. I understand why people may have had to do something. I can study change through the lives of significant individuals (e.g. Henry VIII). 	<ul style="list-style-type: none"> I can use evidence to reconstruct life in the time studied. I can identify key features and events. I can look for links and effects in time studied. I can offer a reasonable explanation for events. I can develop a broad understanding of ancient civilisations (e.g. Egypt). 	<ul style="list-style-type: none"> I can study different aspects of life of different people – differences between man and women. I can examine causes and results of great events and impact on people. I can compare life in early and late times studies. I can compare an aspect of life with the same aspect in another period. I can study an ancient civilisation in detail (Greeks and Romans) 	<ul style="list-style-type: none"> I can find out about beliefs, behaviour and characteristics of people (WW2) and recognise that not everyone shares the same views and feelings. I can compare beliefs and behaviour with another period studied. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. I know key dates, characters and events of time studied. I can compare and contrast ancient civilisations.
Interpretations of History	<ul style="list-style-type: none"> I can make simple representations. 	<ul style="list-style-type: none"> I can begin to identify different ways to represent the past (e.g. photos, stories, discussions with adults, online, books). 	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past. I can identify different ways to represent the past (e.g. photos, stories, artefacts, online, books). 	<ul style="list-style-type: none"> I can identify and give reasons for different ways in which the past is represented. I can begin to distinguish between different sources. I can read and understand different representations of the period (e.g. museums, cartoons). 	<ul style="list-style-type: none"> I can begin to distinguish between different sources and evaluate their usefulness. I can use text books and historical knowledge to answer questions. 	<ul style="list-style-type: none"> I can distinguish between different sources and evaluate their usefulness. I can compare accounts of events from different sources (fact/fiction). I can offer some reasons for different versions of events. 	<ul style="list-style-type: none"> I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations (fact/fiction/ opinion). I am aware that different evidence will lead to different conclusions. I can confidently use the library and internet to research.
Historical Enquiry	<ul style="list-style-type: none"> I can sort photos into 'now' and 'then'. I can talk about what I can see. 	<ul style="list-style-type: none"> I can sort artefacts into 'now' and 'then'. I can begin to ask and answer questions relating to different sources and objects. 	<ul style="list-style-type: none"> I can ask and answer simple questions using a range of resources (e.g. why, who, how, where). I can begin to use books for research. 	<ul style="list-style-type: none"> I can use a range of sources to find out about a period of time. I can make closer observations of artefacts/pictures. I can select and record information relevant to the study. I can ask a variety of historical questions. I can ask and answer questions using a range of resources. 	<ul style="list-style-type: none"> I can use evidence to build up a picture of past event (Vikings/Linders Field). I can choose relevant material to present a picture of one aspect of life from the past. I can ask a variety of historical questions. I can use a library and internet for research. 	<ul style="list-style-type: none"> I can begin to identify primary and secondary sources. I can use evidence to build up a picture of life in a time studied. I can select relevant sections of information. I can confidently use a library and internet to research. 	<ul style="list-style-type: none"> I can recognise primary and secondary sources. I can use a range of sources to find out about an aspect of time past. I can suggest omissions and the means of finding out. I can bring knowledge gathering from several sources together in a fluent recount.
Organisation and Communication	<ul style="list-style-type: none"> I can show what I know through simple drawings, role play and small world. 	<ul style="list-style-type: none"> I can make a simple timeline with objects/artefacts or photos. I can show what I know through drawings, role play and writing (reports, labelling, simple recounts). 	<ul style="list-style-type: none"> I can show what I know through drawings, role play, ICT, class museums and Literacy writing (reports, labelling, recounts). 	<ul style="list-style-type: none"> I can communicate my knowledge and understanding in a variety of ways (discussion, pictures, writing, annotations, drama, ICT). 	<ul style="list-style-type: none"> I know the period in which the study is set. I can display my finding in a variety of ways. 	<ul style="list-style-type: none"> I can read and understand data to answer historical questions. I can use appropriate terms, match dates to people and events. I can record and communicate knowledge in different ways forms (independently and groups – showing initiative). 	<ul style="list-style-type: none"> I use a variety of ways to communicate knowledge and understanding including extended writing (e.g. power points, posters, news articles).