

The Federation of Cowick & Pollington-Balne Progression of Skills : History

EYFS	EYFS	KS1	KS1	LKS2	LKS2	UKS2	UKS2
Chronological Awareness							
• Able to use language in recalling past experiences • Can retell a simple past event in correct order	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Children to begin to organise events using basic chronology, recognising that things happened before they were born. • Look at texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.	• Sequence some events or two related objects in order of time • Use words and/or phrases: old, new, now, then, yesterday • Remember part of stories and memories about the past • Talk about memories of changes in living memory	• Recount changes in own life overtime • Put 3 people, objects and events in order using a given scale • Use words and phrases: related to topic vocabulary to do with time • Sequence events in chronological order using dates. • Describe changes in living memory suggesting reasons for these changes or their impact	• Use timelines to place events in order on a time-line • Understand that timelines can be divided into BC and AD • Use words and phrases: decade and century • Use and understand terminology BC/BCE and AD	• Use key words and phrases: century, decade, ancient civilisation, period • Create timelines of periods / events • Use dates to refer to and compare events • Use and be able to explain terminology BCE and AD	• Place periods / events on a time-line in relation to previous learning • Identify links between periods studied • Make comparisons between different periods of history locally, nationally and globally	• Identify and explain links between periods studied • Make comparisons between different periods of history locally, nationally and globally explaining opinion • Use key timelines to demonstrate changes and developments: culture, art or religion
Depth of Knowledge							
• Shows interest in the lives of people who are familiar to them • Enjoys joining	• Hands-on experiences deepen children's understanding, such as visiting a local	• Tell the difference between the past and present in their own lives and	• Use a range of sources to describe the differences between then and now	• Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences	• Show knowledge and understanding by describing features of past societies and periods • Identify some ideas, beliefs	• Identify some social, cultural religious and ethnic diversities of societies studied in Britain and the wider world	• Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes

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in with family customs and routines Remembers and talks about significant events in their own experience	area that has historical importance. Include a focus on the lives of both women and men. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.	other people's lives - Listen to eyewitness accounts from grandparents - Begin to suggest why somethings may be different - Talk about similarities and differences between artefacts. - Suggest why people did things in the past. - Talk about characteristic features of the past using artefacts. - Show empathy and understanding of the past.	- Recount main events from a significant time in history - Use evidence to explain reasons why people acted the way they did in the past - Describe similarities and differences between artefacts using language of comparison. - Suggest why people did things in the past using reasoning. - Describe characteristic features of the past using artefacts.	between rich and poor - Use evidence to find out how any of these may have changed during a time period - Identify and describe reasons for and results of people's actions in the past. - Identify the key features of times and events. - Discuss reasons for events	and attitudes of past cultures, giving reasons for these differences - Explain why some events in the past affect life today - Compare the lives of people in the period to life today giving opinions. - Identify and describe reasons for and results of people's actions in the past giving clear opinions - Identify and explain key features of times and events. - Explain reasons for events	- Give short term causes and consequences of the main events, situations and changes in the period studied - Describe life for different people making comparisons: men/women; old/young; healthy/unhealthy etc. - Research and explain the causes of events their impact on different areas of society.	and differences in status - Identify how aspects of life have changed during a time period and give reasons why, backing it up with evidence and statistics - Describe how some changes impact both on subsequent periods and, in the long run, today's society - Research, explain and evaluate the causes of events their impact on different areas of society. - Describe and evaluate beliefs, behaviours and characteristics of periods
Historical Context & Interpretation							
Compare and contrast characters from stories, including figures from the past.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	- Know different ways the past is represented eg. photos, stories, art. - Compare photographs and artworks representing people and events in the past. - Begin to identify and recount some details	- Look carefully at pictures, eye-witness accounts or objects to find information about the past - Ask questions about the source material - Say how features of the period influence how events are treated	- Use a range of source material including visits to collate information from the past - Identify the difference between fact and opinion - Look at 2 different versions of the same event and viewpoints and identify	- Understand the difference between primary and secondary sources of information - Give reasons why there may be different accounts of history - Ask questions of the source material - Distinguish between different	- Questions reliability of source material and give reasons as to why it may not be reliable - Understand that there is not often a single answer – look at different accounts to get a full picture of an events - Know that events can be	Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion.

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			from the past from pictures and stories - Find answers to simple questions about the past by using source material - Discover about the past through role play and drama	- Explain the different ways the past is represented eg. photos, stories, art. - Compare photographs, films and artworks representing people and events in the past.	differences in the accounts - Explain why the past might be represented in different ways. - Distinguish between different sources of historical evidence. - Evaluate the usefulness of different sources.	sources of historical evidence. Evaluate the usefulness of different sources with reasoning.	portrayed differently and why this happens - Compare the accounts of events from different sources including fact and fiction. - Suggest reasons for different versions of events. - Link sources and explain how conclusions are reached. - Suggest ways to check the accuracy of sources.	- Form own opinions about historical events from a range of sources. - Compare the accounts of events from different sources including fact and fiction. - Suggest reasons for different versions of events. - Link sources and explain how conclusions are reached. - Suggest ways to check the accuracy of sources.
	Historical Enquiry							
	Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.	- Sort artefacts into 'now' and 'then'. - Answer questions relating to different sources / objects: why, how, who, what, where. - Talk about the effectiveness of sources.	- Sort artefacts into 'past' and 'present'. - Ask and answer questions relating to different sources / objects: why, how, who, what, where. - Describe the effectiveness of sources using reasoning	- Know the difference between primary and secondary sources. - Select and record information. - Answer questions about the period	- Know the difference between primary and secondary sources. - Select and record relevant information - Ask and answer questions about the period	- Select relevant information to support understanding - Suggest omissions in evidence sources - Gather information from a	- Select relevant information to support understanding - Suggest omissions in evidence sources - Gather information from a	

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Organise, evaluate and communicate information								
	• Comment on images of familiar situations in the past.	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	• Show knowledge about the past in different ways: role play, drawing, writing and talking	• Write simple stories and recounts about the past • Draw labelled diagrams and write about them to tell others about people, objects and events from the past	• Present findings about the past using speaking, writing, ICT and drawing skills • Use dates and vocabulary related to a topic accurately • Suggest different ways of presenting information for different purposes	• Present findings about the past using speaking, writing, maths (handling date), ICT, drama and drawing skills. • Use dates and subject specific words such as monarch, invader, settlement	• Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience • Use dates and terms correctly	• Present information in a clear and structured way and in the most effective/appropriate manner • Make accurate use of specific dates and terms