

History Progression of skills at Haresfield



	EYFS (30 – 50 mths – ELG’s)	KS1		KS2			
	30 -50 mths	Y1	Y2	Y3	Y4	Y5	Y6
	40 – 60 mths						
	Early Learning Goals						
Chronological Awareness	<p>Can retell a simple past event in the correct order (e.g. went down slide and hurt finger)</p> <p>Remembers and talks about significant events in own life.</p> <p>Children talk about past events in their own lives and in the lives of family members.</p> <p>They know the difference between past and present events.</p>	<p>Sequence some events or two related objects in order of time.</p> <p>Use words and phrases: old, new, now, then, yesterday.</p> <p>Remember part of stories and memories about the past.</p>	<p>Recount changes in own life over time.</p> <p>Put three people, events or objects in order using a given scale.</p> <p>Use words and phrases: related to topic vocab to do with time.</p>	<p>Use timelines to place events in order.</p> <p>Understand timelines can be divided into BC and AD</p> <p>Use words and phrases: century, decade</p>	<p>Name and place dates of significant events of the period on a timeline.</p> <p>Place certain topics on a timeline showing understanding of BC, AD.</p> <p>Use words and phrases: century, decade, ancient civilisations, period and topic related vocab which denotes the period.</p>	<p>Sequence historical periods</p> <p>Identify changes within and across historical periods.</p> <p>Use words and phrases: vocab relating to specific periods- Industrial Revolution, Reformation, Renaissance</p>	<p>Use timelines to place events, periods and cultural movements from around the world and use these as a reference point.</p> <p>Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology or religion.</p> <p>Use words and phrases for movements or times of change: Industrial Revolution,</p>

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							Renaissance, Classical period, Cold War
Knowledge and Understanding	They know that people's lives were different in the past and can say why in simple terms.	<p>Tell the difference between past and present in their own lives and other people's lives.</p> <p>Listen to eye-witness accounts from grandparents.</p> <p>Begin to suggest why something might be different</p>	<p>Use a range of sources to describe differences between then and now.</p> <p>Recount the main events from a significant time in history.</p> <p>Use evidence to explain reasons why people acted in the past as they did.</p>	<p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Suggest reasons for why there were differences between periods.</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences.</p> <p>Describe how some of the past events affect life today.</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Give short term cause and consequence of the main events, situations and changes in the period studied.</p> <p>Identify changes and links within and across the time periods studied.</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p> <p>Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics.</p> <p>Describe how some changes impact on both subsequent periods, and, in the long term, on today's society.</p>

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<p>Historical Contexts</p>	<p>Can listen to stories/ recounts / explanations with increasing attention and recall.</p> <p>Shows interest in objects and different ways of life.</p> <p>Uses language to imagine and create roles and experiences.</p> <p>Uses talk to organise ideas, sequence and clarify thinking, ideas, feelings and events.</p> <p>Can talk about some people and events from the past.</p>	<p>Begin to identify and recount some details from the past from pictures and stories.</p> <p>Find answers to simple questions about the past by using source material.</p> <p>Discover about the past through role play/drama.</p>	<p>Look carefully at pictures, eye-witness accounts or objects to find information about the past.</p> <p>Ask questions about the source material.</p> <p>Say how features of the period influence how events are treated.</p>	<p>Use a range of source material including visits to collate information about the past.</p> <p>Identify the difference between fact and opinion.</p> <p>Look at two different versions of the same event and viewpoints and identify differences in the accounts.</p>	<p>Understand the difference between primary and secondary sources.</p> <p>Give reasons why there might be different accounts of history looking at propaganda.</p> <p>Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.</p>	<p>Question reliability of source material and can give reasons why something is or is not reliable.</p> <p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.</p> <p>Know that people can represent events or ideas in ways that persuade others - bias and propaganda.</p>	<p>Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p>
<p>Organise, Evaluate and Communicate Information</p>	<p>Use talk to connect ideas, give explanations and recall past experiences.</p>	<p>Show knowledge and understanding of the past in different ways:</p>	<p>Write simple stories and recounts about the past.</p>	<p>Present findings about the past using speaking,</p>	<p>Present findings about the past using speaking, writing, maths (data handling),</p>	<p>Present detailed findings giving reference to historical skills being taught in</p>	<p>Present information in an organised and clearly structured way</p>

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	<p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise ideas and clarify thinking</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children can express their views, about events and explain why things happened.</p> <p>They use past forms correctly when talking about events that have happened in the past.</p> <p>They can use simple narrative forms to record events ie. like a diary or letter.</p> <p>They can use technology to record a special event.</p>	<p>role play, drawing, writing, talking.</p>	<p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past.</p>	<p>writing, ICT and drawing skills.</p> <p>Use dates and vocabulary related to topic accurately.</p> <p>Suggest different ways of presenting information for different purposes.</p>	<p>ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, and invader accurately.</p>	<p>a way that shows awareness of an audience. Use dates and terms correctly.</p>	<p>and in the most effective/ appropriate manner (e.g. written explanation, tables and charts, labelled diagram)</p> <p>Their recording reflects the skill being taught.</p> <p>Makes accurate use of specific dates and terms.</p>
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