

Skills Progression Document (Organised by Skill)



History				
EYFS & KS1	Nursery	Reception	Year 1	Year 2
<p>Chronological awareness</p>	<ul style="list-style-type: none"> Can they retell past events in correct order? Can they use talk to connect ideas, explain what is happening and anticipate what might happen next? Can they recall and relive past experiences? Can they remember & talk about significant times or events for family & friends? Can they begin to make sense of their own life-story & family's history? 	<ul style="list-style-type: none"> Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...") Recounting activities that happened in their past using photos as a prompt. 	<ul style="list-style-type: none"> Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally. 	<ul style="list-style-type: none"> Sequencing up to six artefacts, photographs or events on a timeline. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework. Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).

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KS2	Year 3	Year 4	Year 5	Year 6
<p>Chronological awareness</p>	<ul style="list-style-type: none"> Sequencing events on a timeline, starting to refer to times studied in KS1 to see where these fit in. Place BC and AD in order. Sequencing six to eight artefacts, historical pictures or events. Placing the time studied in order compared to another period. Begin to make a simple individual timeline. 	<ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Placing the time studied on a timeline. Making a simple individual timeline. 	<ul style="list-style-type: none"> Sequencing events on a timeline and start to compare where it fits in with times studied in previous year groups. Begin to use the terms AD and BC in their work. Start to use relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians Placing the time, period of history on a timeline. Sequencing 8 events on a timeline. 	<ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians Placing the time, period of history and context on a timeline. Sequencing 10 events on a timeline.

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EYFS & KS1	Nursery	Reception	Year 1	Year 2
<p>Disciplinary Concepts</p>	<ul style="list-style-type: none"> • Can they develop an understanding of changes over time? • Can they comment on images of familiar situations from the past? • Can they compare and contrast figures from the past? • Can they recognise some similarities and differences between life in this country and life in other countries? • Can they share stories about people from the past who have influenced the present? • Can they talk about things being 'old' or 'new'? 	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> • Being aware of changes that happen throughout the year (e.g. seasons, nature). <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> • Experiencing cause and effect in play. - <i>achieve through continuous provision available.</i> <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • Beginning to recognise similarities and differences between the past and today. • Using photographs and stories to compare the past with the present day. <p><u>Historical significance</u></p> <ul style="list-style-type: none"> • Recalling special people in their own lives. <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> • Using photographs and stories to compare the past with the present day. • Using stories and non-fiction books to find out about life in the past. 	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> • Being aware that some things have changed and some have stayed the same in their own lives. • Describing simple changes and ideas/objects that remain the same. • Understanding that some things change while other items remain the same and some are new. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> • Asking why things happen and beginning to explain why with support. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • Beginning to look for similarities and differences over time in their own lives. <p><u>Historical significance</u></p> <ul style="list-style-type: none"> • Recalling special events in their own lives. <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> • Using artefacts, photographs and visits to museums to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Sorting artefacts from then and now. 	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> • Being aware that some things have changed and some have stayed the same in their own lives. • Understanding that some things change while other items remain the same and some are new. • Recognising some things which have changed / stayed the same as the past. • Identifying simple reasons for changes. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> • Recognising why people did things, why events happened and what happened as a result. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> • Beginning to look for similarities and differences over time in their own lives. • Identifying similarities and difference between ways of life at different times. • Making comparisons with their own lives. <p><u>Historical significance</u></p> <ul style="list-style-type: none"> • Recalling special events in their own lives. • Discussing who was important in a historical event. <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Identifying a primary source.

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		<p>Historical Interpretations</p> <ul style="list-style-type: none"> Recognising that different members of the class may notice different things in photographs from the past. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.. 	<p>Historical Interpretations</p> <ul style="list-style-type: none"> Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from artefacts, photographs and written sources.
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KS2	Year 3	Year 4	Year 5	Year 6
<p>Disciplinary Concepts</p>	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> Start to compare different periods of history and identify changes and continuity. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> Begin to identify the consequences of events and the actions of people. Begin to identify reasons for historical events, situations and changes. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> Start to identify similarities and differences between periods of history. Create simple explanations for similarities and differences between daily lives of people in the past and today. <p><u>Historical significance</u></p> <ul style="list-style-type: none"> Recall an important person or event. Identifying who might be important in historical sources and accounts. <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> Using a two sources to find out about a period. Start to use evidence to build up a picture of a past event. 	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> Comparing different periods of history and identifying changes and continuity. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. <p><u>Historical significance</u></p> <ul style="list-style-type: none"> Recalling some important people and events. Identifying who is important in historical sources and accounts. <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. 	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> Begin to identify possible links between events and changes within and across different time periods / societies. Identifying and give basic reasons for changes and continuity. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> Giving potential ideas and developing reasons for historical events, the results of historical events, situations and changes. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> Start to describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Suggest potential inks with different time periods studied. <p><u>Historical significance</u></p> <ul style="list-style-type: none"> Identifying, comparing and beginning to explain about significant people and events across different time periods. <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> Explain the difference between primary and secondary sources. Using two sources to find out about a particular aspect of the past. 	<p><u>Change and continuity</u></p> <ul style="list-style-type: none"> Making links between events and changes within and across different time periods / societies. Identifying and explaining the reasons for changes and continuity. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> Giving reasons for historical events, the results of historical events, situations and changes. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. <p><u>Historical significance</u></p> <ul style="list-style-type: none"> Identifying, comparing and explaining about significant people and events across different time periods. <p><u>Sources of evidence</u></p> <ul style="list-style-type: none"> Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Describing how secondary sources are influenced by the beliefs, cultures and time of the author.

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	<ul style="list-style-type: none"> • Begin to identify sources which are influenced by the personal beliefs of the author. <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> • Identifying the differences between different sources. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Start to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> • Identifying sources which are influenced by the personal beliefs of the author. <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> • Identifying the differences between different sources and giving reasons for the ways in which the past is represented. • Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. • Evaluating the usefulness of different sources. 	<ul style="list-style-type: none"> • Identify how secondary sources are influenced by the beliefs, cultures and time of the author. <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> • Comparing accounts of events from two different sources and suggest explanations for different versions of events. • Begin to evaluate the usefulness of historical sources. 	<p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> • Comparing accounts of events from different sources and suggest explanations for different versions of events. • Evaluating the usefulness of historical sources. • Understanding that different evidence creates different conclusions.
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EYFS & KS1	EYFS	Reception	Year 1	Year 2
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • Can they question why things happen? • Can they understand why and how questions? • Can they ask who, what, when & how? 	<p><u>Posing Historical Questions</u></p> <ul style="list-style-type: none"> • Asking questions about the differences they can see in photographs or images (in stories) that represent the past. • <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> • Making simple observations about the past from photographs and images. <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> • Making simple observations about the past from photographs and images. <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> • Deciding whether photographs or images (e.g. from stories) depict the past. <p><u>Communicating findings</u></p> <ul style="list-style-type: none"> • Communicating findings by pointing to images and using simple language to explain their thoughts. 	<p><u>Posing Historical Questions</u></p> <ul style="list-style-type: none"> • Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts). <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> • Using sources of information, such as artefacts, to answer questions. • Drawing out information from sources. • Making simple observations about the past from a source. <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> • Interpreting evidence by making simple deductions. • Making simple inferences and deductions from sources of evidence. • Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> • Drawing simple conclusions to answer a question. <p><u>Communicating findings</u></p> <ul style="list-style-type: none"> • Communicating findings through discussion and timelines with physical objects/ pictures. • Using vocabulary such as - old, new, long time ago. 	<p><u>Posing Historical Questions</u></p> <ul style="list-style-type: none"> • Asking questions about sources of evidence (e.g. artefacts). • Asking a range of questions about stories, events and people. <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> • Making simple inferences and deductions from sources of evidence. • Making links and connections across a unit of study. <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> • Making simple conclusions about a question using evidence to support. <p><u>Communicating findings</u></p> <ul style="list-style-type: none"> • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers.

			<ul style="list-style-type: none">• Discussing and writing about past events or stories in narrative or dramatic forms.• Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	<ul style="list-style-type: none">• Describing past events and people by drawing or writing.
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KS2	Year 3	Year 4	Year 5	Year 6
<p>Historical Enquiry</p>	<p><u>Posing Historical Questions</u></p> <ul style="list-style-type: none"> Asking simple questions about the main features of everyday life in periods studied. Suggest questions for different types of historical enquiry. <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> Start to use different sources to construct knowledge of the past. Define the term ‘evidence’. Begin to extract the appropriate information from a historical source. Selecting and recording relevant information from a source to answer a question. Identify primary sources and begin to recognise secondary sources. <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> Begin to understand that there are different ways to interpret evidence. Asking the question “How do we know?” <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> Understanding that there may be different conclusions to a historical enquiry question. 	<p><u>Posing Historical Questions</u></p> <ul style="list-style-type: none"> Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past. Defining the terms ‘source’ and ‘evidence’. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> Understanding that there are different ways to interpret evidence. Asking the question “How do we know?” <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> Understanding that there may be multiple conclusions to a historical enquiry question. 	<p><u>Posing Historical Questions</u></p> <ul style="list-style-type: none"> Begin to plan a historical enquiry. Ask historical questions. Start to ask questions about the interpretations, viewpoints and perspectives held by others. <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> Explain what fact and opinion is. Use historical evidence to dispute the ideas, claims or perspectives of others. Consider the reliability of sources, <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> Make interpretations using more than one source of evidence. Start to challenge existing interpretations of the past using evidence. <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> Evaluating conclusions and suggest ways to improve conclusions. 	<p><u>Posing Historical Questions</u></p> <ul style="list-style-type: none"> Begin to plan a historical enquiry. Ask historical questions. Start to ask questions about the interpretations, viewpoints and perspectives held by others. <p><u>Gathering, organising and evaluating evidence</u></p> <ul style="list-style-type: none"> Explain what fact and opinion is. Use historical evidence to dispute the ideas, claims or perspectives of others. Consider the reliability of sources, <p><u>Interpreting findings, analysing and making connections</u></p> <ul style="list-style-type: none"> Make interpretations using more than one source of evidence. Start to challenge existing interpretations of the past using evidence. <p><u>Evaluating and drawing conclusions</u></p> <ul style="list-style-type: none"> Evaluating conclusions and suggest ways to improve conclusions.

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	<ul style="list-style-type: none"> • Begin to reach conclusions that are substantiated by historical evidence. <p><u>Communicating findings</u></p> <ul style="list-style-type: none"> • Communicating knowledge and understanding through discussion, art and writing. • Creating a basic imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Begin to create a structured response or narrative to answer a historical enquiry. • Start to describe past events orally or in writing, recognising similarities and differences with today. 	<ul style="list-style-type: none"> • Reaching conclusions that are substantiated by historical evidence. <p><u>Communicating findings</u></p> <ul style="list-style-type: none"> • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today. 	<p><u>Communicating findings</u></p> <ul style="list-style-type: none"> • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Constructing structured and organised accounts using historical terms and relevant historical information. • Begin to construct explanations for past events using cause and effect. • Develop using evidence to support and illustrate claims. 	<p><u>Communicating findings</u></p> <ul style="list-style-type: none"> • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Constructing structured and organised accounts using historical terms and relevant historical information. • Begin to construct explanations for past events using cause and effect. • Develop using evidence to support and illustrate claims.
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