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| **EYFS Progression of skills** |
| **3-4 years** | **4-5 years** | **ELG** |
| * I know my age and that I am in nursery. I know my parents are older- adults to support with older and younger. I know how old I am next
* Bonfire night – safety story of Guy Fawkes
* I know that Christmas comes after Halloween and that Halloween comes before Christmas
* I am beginning to order pictures from a story
* I can order the changes of a caterpillar- I am beginning to use the words first and then with support
* I know that my holiday was in the past and I am beginning to use the past tense words went and was
* I know people have travelled to space and the moon in the past
 | * I can talk about my family and make connections between my own family and other families
* I know that families can be different
* I can talk about experiences with my family e.g. things that have happened in the past
* I can say what happened first, next etc.
* I can put important events on a timeline (whole class)
* I can talk about special historical events- Remembrance Day
* I can talk about my history
* I know that Guy Fawkes was a long time ago
* I know that we celebrate Bonfire Night – Bonfire night safety
* I know that people from the past were talented
* I know that there are lots of talented people now
* I can explore similarities and differences between schools now and schools a long time ago (links to Super Milly and the Super School Day)
* I know that dinosaurs were around a long time ago
* I can use words such as a long time ago, before I was born or in the past
* I know that fossils are old
* I can talk about what the world looked like in the past
* I know that different people and animals have travelled into space
* I know that Neil Armstrong was the first man to land on the moon
 | * Talk about the lives of people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling
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| **Year 4** | **Year Groups**  | **Year 1** |  |  |
| **Year 2** |  |  |  |
| **Year 3** |  |   |  |
| **Year 4** |  |  |  |
| **Year 5** |  |  |  |
| **Year 6** |  |  |
| Aims | Key Element | Key Skills | Stage 1 | Stage 2(Minimum Age-related expectation by end of Year 2) | Stage 3(Minimum Age-related expectation by end of Year 4) | Stage 4 | Stage 5(Minimum Age-related expectation by end of Year 6) | Stage 6 |
| **A)** Know and understand the history of these islands as a **coherent, chronological narrative, from the earliest times to the present day**: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world**F)** **Gain historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; **and between short- and long-term timescales**. | **Chronological understanding**  | Using terminologyOrdering and sequencing | Pupils recognise the distinction between present and past in their own and other people's livesThey show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time | Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past | Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms | Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods |  |  |
| **Key Skills**  |
| A) I can order events. B) I can distinguish between past and present.  | C)I can use a timeline to sequence events.D) I can suggest ways my life today is different from people of the past.E) I can use vocabulary concerned with the passing of time.  | F) I can divide the past into different periods of time and represent this on a timeline. G) I can recognise similarities and differences between different periods. H) I can use key dates. | I) I can place changes of a period of history in chronological order on a timeline.J) I can use dates accurately. K) I can construct timelines using BC and AD.L) I can describe characteristic features of past societies and periods. M) I can identify changes within and across different periods.  |  |  |
| **A)** **Know and understand the history** of these islands as a coherent, chronological narrative, from the earliest times to the present day: **how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world****B)** **Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind****D)** **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses | **Knowledge and understanding of events, people and changes in the past**  | IdentifyingDescribingExplainingMaking links and comparisons | They know and recount episodes from stories about the past | They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studiedThey are beginning to recognise that there are reasons why people in the past acted as they did.  | They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.  | They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes.  | Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes.  | Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes.  |
| **Key Skills** |
| A) I can talk about events in the past.  | B) I can talk about events and people from the periods I have studied. C) I can talk about why events in the past happened.  | D) I can about why events in the past happened, including describing how some events in the past still affect people today.  | E) I can begin to give reasons for main events and changes, including how some events in the past still affect people today.F) I can describe how events and changes are linked across time periods. | G) I can describe features of past societies and make links between them. H) I can describe how events and changes are different across time periods, including how they are today.  | I) I can describe how events and changes are different across time periods, examining and explaining the reasons for and the results.  |
| **E)** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, **and discern how and why contrasting arguments and interpretations of the past have been constructed** | **Historical interpretations**  | IdentifyingInterpreting Explaining events | They are beginning to identify and recount some details from the past from sources, e.g. pictures, stories  | They are beginning to identify some of the different ways in which the past is represented | They identify some of the different ways in which the past is represented | They show some understanding that aspects of the past have been represented and interpreted in different ways.  | They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.  | Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes.  |
| **Key Skills** |
| A) I can use pictures, stories and other simple sources to identify features of past societies.  | B) I can identify how the past is represented in different ways, including the use of pictures, stories and media.  | C) I can identify the ways on which the past is represented and begin to make my own choices about preferences and usefulness.  | D) I can demonstrate my understanding of the ways in which the past is represented. E) I can talk about how representations of the past are interpreted in different ways.  | F) I can talk about how representations of the past are interpreted in different ways and suggest possible reasons for this.  | G) I can share my ideas about why representations of the past have been interpreted in different ways |
| **D)** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, **and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses****E)** **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims**, and discern how and why contrasting arguments and interpretations of the past have been constructed | **Historical Enquiry**  | EnquiryUsing sources | They find answers to some simple questions about the past from sources of information.  | They observe or handle sources of information to answer questions about the past on the basis of simple observations.  | They use sources of information in ways that go beyond simple observations to answer questions about the past.  | They are beginning to select and combine information from different sources.  | Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.  | Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.  |
| **Key Skills** |
| A) I can ask and answer questions about people and events from the past.  | B) I can use information and observation to ask and respond to questions about people and events.  | C) I can find answers to questions by going beyond simple observations.  | D) I can draw on my own knowledge and understanding to suggest questions to investigate using a range of different sources.  | E) I can pose questions based on my observations and choose the best way to find the answers.  | F) I can use sources of information critically to reach and support conclusions.  |
| **C)** **Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’****F)** Gain historical perspective **by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history;** and between short- and long-term timescales. | **Organisation and Communication**  | Using terminologySelectingOrganisingCommunicating/deploying | They can show what they know and understand in different ways, e.g. speaking and listening, drama, role-play, drawing.  | They can show what they know and understand about the past in different ways, e.g. speaking and listening, drama, role-play, drawing. | They can show what they know and understand in different ways, e.g. speaking and listening, drama, role-play, drawing.They can use some historical terms such as monarch, settlement, invasion when showing what they know and understand. | They are beginning to produce structured work, making appropriate use of dates and terms.  | They select and organise information to produce structured work, making appropriate use of dates and terms.  | They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.  |
| **Key Skills** |
| A)I can extend my knowledge and ideas in a variety of ways, providing some detail about events and people. B) I can use some relevant vocabulary.   | C) I can provide relevant detail of ideas or events in a variety of ways, including writing, showing what I know and understand about the past. D) I can discuss my work using appropriate vocabulary.  | E) I can explore and communicate my ideas in a variety of ways, including writing, using historical terms. F) I can select vocabulary carefully to describe people, places and events.  | G) I can describe events and convey opinions orally and in writing, adapting my work to purpose and making appropriate use of dates and historical terms. H) I can use an increasingly technical vocabulary, when describing events and conveying opinions.  | I) I can write and talk for different audiences and purposes, selecting and organising information, and making appropriate use of dates and historical terms. | J) I can write and talk for different audiences and purposes, selecting, organising and deploying information effectively, and making appropriate use of dates and historical terms. |