

History Skills Progression  
Eden Park Primary School Academy

**In order to ensure broad and balanced coverage, we follow these principles:**

- Within each phase, history is a driver for at least 3 Learning Experiences over the two year cycle.
- Within each phase, time periods are specifically allocated to be studied during the two year cycle.
- The foundation stage covers the objectives and skills within each year.

FOUNDATION STAGE				
Learning Experiences:				
Chronological understanding	Knowledge and understanding	Historical interpretations	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> <li>• <u>Understanding the world 14</u> <u>ELG:</u> I look closely at similarities, differences, patterns and change</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Understanding the world 13</u> <u>people and communities ELG:</u> I am able to talk about past and present events, customs and routines in my own lives and in the lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Understanding the world 14</u> <u>ELG:</u> I look closely at similarities, differences, patterns and change</li> </ul>		<p><i>I am aware of the past and can use common words to talk about it.</i></p>

Year 1 and 2

Learning Experiences:

Great Fire of London

A Stitch in Time

Local History: Shipping/seafaring/fishing (Postcards from the Edge/Jolly Farmer)

Chronological understanding	Knowledge and understanding	Historical interpretations	Historical enquiry	Organisation and communication
<p>I can fit areas I have studied in order.</p> <p>I can use a vocabulary of historical terms.</p> <p>I can sequence events in my life and recognise the distinction between present and past in my own life.</p> <p>I can sequence 3 or 4 artefacts from different periods of time</p> <p>I can match objects to people of different ages</p> <p>I can sequence photographs etc. from different periods of someone's life</p>	<p>I can recognise the difference between past and present in my own and others' lives</p> <p>I know and recount episodes from stories about the past</p> <p>I can find out about everyday lives of people</p> <p>I can identify differences between ways of life at different times</p>	<p>I can listen to stories to distinguish between fact and fiction</p> <p>I can compare adults talking about the past.</p> <p>I can find similarities and differences between ways of life in different periods.</p> <p>I can compare 2 versions of a past event</p> <p>I can compare pictures or photographs of people or events in the past</p> <p>I can discuss evidence (e.g. photos, stories, pictures)</p>	<p>I can find answers to simple questions about the past from sources of information.</p> <p>I understand some ways in which we find out about the past.</p> <p>I can observe or handle sources to answer questions about the past based on simple observations.</p>	<p>I ask and answer questions to understand key features of events.</p> <p>I can communicate my ideas through:</p> <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing picture</li> <li>Drama/role play</li> <li>Making models</li> <li>Writing</li> <li>Using IT</li> </ul>

Year 3 and 4

Learning Experiences:

Break A Leg! (Vikings)

Time Tunnel (Stone/iron/bronze age)

Festival of Brixham (Victorians and inventions)

<b>Chronological understanding</b>	<b>Knowledge and understanding</b>	<b>Historical interpretations</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>
<p>I can describe memories of key events in my life</p> <p>I can place the time and events from period studied on a time line and create a clear narrative across a period.</p> <p>I can use dates and terms related to the study unit and passing of time including more complex terms e.g. BC/AD</p> <p>I can place current study on time line in relation to other studies</p>	<p>I can compare the past with our life today</p> <p>I can identify reasons for and results of people's actions</p> <p>I use evidence to reconstruct life in past</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in different periods studied, comparing and contrasting the same aspect (e.g. food, houses)</p>	<p>I can compare different versions of the same story- fact or fiction</p> <p>I can use text books and find historical knowledge and begin evaluate different sources (including artistic/ oral/ photographic/ written).</p> <p>I can ask questions about change, similarity and difference.</p> <p>I begin to offer some reasons for different versions of events</p>	<p>I can use a range of sources to find out about a period and so build up a picture of a past event.</p> <p>I can ask a variety of questions.</p> <p>I can choose relevant materials to present a picture of one aspect of life in time past.</p> <p>I can select and record information relevant to the study with increasing confidence.</p> <p>I can use the library and internet for research.</p> <p>I can begin to identify primary and secondary sources.</p>	<p>I can communicate my ideas, knowledge and understanding.</p> <p>I understand that history understanding is constructed from a range of sources of information.</p> <p>I can make appropriate use of dates and terms in a structured piece of work.</p> <p>in my work, I create informed responses that organise historical information</p>

Year 5 and 6

Learning Experiences:

Night at the museum (Ancient Civilisations)

Horrible Histories (Local history through Napoleonic/Great Storm/William of Orange)

**Aspect of social history** then and now (possibly crime and punishment in year 2 autumn within CSI/ whodunnit/ Beyond Reasonable Doubt OR food and health and hygiene / disease and illness through Raucous Restaurateurs. You may wish to create another of your own.

Chronological understanding	Knowledge and understanding	Historical interpretations	Historical enquiry	Organisation and communication
<p>I can use relevant dates and terms. I can sequence events and major period on a time line I can make comparisons between different times in the past</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings I can compare beliefs and behaviour with another time studied I am able to write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>	<p>I can identify and give reasons for different ways in which the past is represented I can link sources and work out how conclusions were arrived at I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I am aware that different evidence will lead to different conclusions I can confidently use the library and internet for research</p>	<p>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 gather knowledge together from several sources in a fluent account.</p>	<p>I can select and organise information to produce structured work, making appropriate use of dates and terms. I understand that history understanding is constructed from a range of sources of information.</p>