

History Skills Progression at Hope Brook

BY THE END OF EYFS:

Understanding the World Past and Present:

-talk about the lives of the people around them and their roles in society

-know and understand some similarities and differences between things in the past and now

Skills	BY THE END OF KEY STAGE 1		BY THE END OF LOWER KEY STAGE 2	BY THE END OF UPPER KEY STAGE 2
Chronology	<ul style="list-style-type: none"> sort familiar objects into “then” and “now” sequence a collection of artefacts - newest-oldest sequence events from their own lives sequence events from a familiar historical story 		<ul style="list-style-type: none"> Place artefacts on a timeline based on careful observation place events on a timeline measured in centuries place the time studied on a timeline of world history place events from within a period studied on a timeline 	<ul style="list-style-type: none"> Describe artefacts from different periods accurately using historical vocabulary Identify unknown artefacts using own knowledge of history Identify and sequence key events of time period studied. Relate key events in world history in different locations Create their own timeline of specific events and people being studied Know key dates off by heart
Using Sources and Evidence	<ul style="list-style-type: none"> Describe things that happened in the past from pictures Recount some details from historical stories/accounts Use written sources to find out about people and events in other times Use images and video clips to find out about the past Explain how they know something happened in the recent past Know that some images are not from the past, but are recreations of past events Talk about their own memories and how accurate they are Explain the difference between a fictional and historical story Discuss whether they think an historical account is true or false 		<ul style="list-style-type: none"> begin to identify primary and secondary sources Use photos, paintings and artwork as primary sources of information about the past Know the difference between primary and secondary sources use simple evidence to build up a picture of a past event use evidence to build up a picture of life in the time period being studied Know that different people might give different accounts of the same events Compare the accuracy of primary and secondary sources begin to evaluate/review the usefulness of different sources 	<ul style="list-style-type: none"> Make notes from a range of sources including <i>people, museums, maps and books</i> Select and use a range of sources to find out about an aspect of history. Use databases such as census data to find information Identify useful sources before using them. Use evidence to support and illustrate their explanations and answers to questions Explain how different sources of evidence could lead to different conclusions Compare accounts of the same events from different sources Explain how propaganda or misinformation might affect what we understand happened in the past. Offer some reasons for different versions of events in different sources Discuss ways of checking the accuracy of interpretations - fact or fiction and opinion
Making Comparisons	<ul style="list-style-type: none"> begin to describe similarities and differences in artefacts Talk about then and now and make simple comparisons 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> describe similarities and differences between artefacts in a collection make comparisons between different times in history 	<ul style="list-style-type: none"> Compare an aspect of life with the same aspect in another period Study and compare different aspects of life for different people - <i>eg men and women,</i>

	<ul style="list-style-type: none"> • compare pictures or photographs of people or events in the past • Begin to notice patterns between past and present 		<ul style="list-style-type: none"> • Predict some events from what they already know • Describe some of the historical trends they notice 	<ul style="list-style-type: none"> • Describe some causes and their effects in time studied • Generalise some historical trends, use to explain events
Questions and enquiry	<ul style="list-style-type: none"> • Ask why, what, who, how, when type questions about objects, images and people: <i>"Why did they live in caves?"</i> • Understand some of the ways we find out about the past. 	•	<ul style="list-style-type: none"> • Ask and answer more complex historical questions: <i>"What was is like for a...during the..."</i> • Suggest ways of answering a historical enquiry. 	<ul style="list-style-type: none"> • Understand that there may be more than one answer to a historical question • plan and carry out individual investigations based on their own questions
Communicating Ideas	<ul style="list-style-type: none"> • Shows understanding of the past in different ways: <i>drawing, role play, talking</i> • Describes historical objects, people and events • Write simple stories and accounts of the past. • Use some simple historical vocabulary linked to the period studied. 	•	<ul style="list-style-type: none"> • Use images, diagrams and labels to present information • Use a range of methods to communicate information: <i>digital presentation, poster, newspaper front page, leaflet</i> • Use a range of historical vocabulary accurately in written and oral explanations. 	<ul style="list-style-type: none"> • Organise historical information into a structure • Present historical data clearly using tables • Use a range of structures, templates and methods to communicate information: <i>PPT slideshow, annotated map, tables and graphs,</i> • Communicate ideas and explanations clearly with accurate use of relevant vocabulary and knowledge.

