

Progression in Historical skills from Reception to Year Four.

Reception	Year one	Year Two	Year Three	Year Four
<p>Chronological understanding Know some simple similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Chronological understanding Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Be aware of the past, using common words & phrases relating to time such as; now, then, day, week, month, year, yesterday, past, old, new.</p>	<p>Chronological understanding Sequence artefacts/ events closer together in time, using a timeline. Describe memories of key events in lives. Be aware of the past, using a wider range of common words and phrases relating to time including; recently, before, after, now, later. Use past and Present when describing events.</p>	<p>Chronological understanding Place the events from time studied on a timeline they have made. Use dates and terms related to the study unit and the passing of time. Sequence several events or artefacts.</p>	<p>Chronological understanding Place events/ periods studied on a timeline, including specific dates. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD BCE/CE</p>
<p>Range and depth of historical knowledge Comment about things from the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Range and depth of historical knowledge Recognise the difference between past and present in own and others' lives. They know and recount episodes from stories about the past.</p>	<p>Range and depth of historical knowledge Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.</p>	<p>Range and depth of historical knowledge Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p>	<p>Range and depth of historical knowledge Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a valid explanation for some events</p>
<p>Interpretations of history</p>	<p>Interpretations of history Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p>	<p>Interpretations of history Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.</p>	<p>Interpretations of history Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc</p>	<p>Interpretations of history Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.</p>

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<p>Historical enquiry</p>	<p>Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Historical enquiry Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. To ask simple questions.</p>	<p>Historical enquiry Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library. Ask valid questions to develop own understanding.</p>	<p>Historical enquiry Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research. Recall, select and organise historical data.</p>
<p>Organisation and communication Communicate their knowledge through: Communicate their knowledge through - discussions - Drawing pictures - Child led play - Emergent writing</p>	<p>Organisation and communication Communicate their knowledge through: - discussions -Drawing pictures -Drama/ roleplay - Making models - Writing -Using ICT</p>	<p>Organisation and communication Communicate their knowledge through: - discussions -Drawing pictures -Drama/ roleplay - Making models - Writing -Using ICT</p>	<p>Organisation and communication Communicate their knowledge through: - discussions -Drawing pictures -Drama/ roleplay - Making models - Writing -Using ICT In written work, children will try to: organise answers well; state conclusions; give reasons for ideas; use some dates and historical terms.</p>	<p>Organisation and communication Communicate their knowledge through: - discussions -Drawing pictures -Drama/ roleplay - Making models - Writing -Using ICT In written work, children will try to: organise answers well; state conclusions; give reasons for ideas; use some dates and historical terms.</p>