

Longfields Skills Progression History

EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Range 3 UW PC</p> <ul style="list-style-type: none"> Is interested in photographs of themselves and other familiar people and objects. Enjoys stories about people and nature. <p>Range 4 UW PC</p> <ul style="list-style-type: none"> Has a sense of own immediate family and relations. <p>Range 5 UW PC</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family and friends. <p>Range 6 UW PC</p> <ul style="list-style-type: none"> Talks about past and present events in their own life and in the lives of family members. 	<p>Chronological understanding</p>	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
<p>Range 3 UW PC</p> <ul style="list-style-type: none"> Is curious about people and shows interest in stories about people, animals or objects that they are familiar 	<p>Range and depth of historical knowledge</p>	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone

<p>with or which fascinate them.</p> <ul style="list-style-type: none"> Is interested in photographs of themselves and other familiar people and objects. Enjoys stories about people and nature. <p>Range 4 UW PC</p> <ul style="list-style-type: none"> Has a sense of own immediate family and relations. <p>Range 5 UW PC</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family and friends. <p>Range 6 UW PC</p> <ul style="list-style-type: none"> Talks about past and present events in their own life and in the lives of family members. Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. 		<ul style="list-style-type: none"> They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<p>shares the same views and feelings</p> <ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
<p>Range 3 UW PC</p> <ul style="list-style-type: none"> Is curious about people and shows interest in stories about people, animals or objects that they 	<p>Interpretations of history</p>	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of

<p>are familiar with or which fascinate them.</p> <p>Range 4 CL S</p> <ul style="list-style-type: none"> • Uses a variety of questions. <p>Range 5 CL S</p> <ul style="list-style-type: none"> • Questions why things happen and gives explanations. <p>Range 5 UW TW</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world. • Talks about why things happen and how they work. 		<ul style="list-style-type: none"> • Compare adults talking about the past – how reliable are their memories? 	<p>events in the past</p> <ul style="list-style-type: none"> • Discuss reliability of photos/ accounts/stories 	<p>sources – compare different versions of the same story</p> <ul style="list-style-type: none"> • Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> • Use text books and historical knowledge 	<p>different versions of events</p>	<p>interpretations – fact or fiction and opinion</p> <ul style="list-style-type: none"> • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
<p>Range 4 CL S</p> <ul style="list-style-type: none"> • Uses a variety of questions. • Comments and asks questions about aspects of their familiar world. <p>Range 5 CL S</p> <ul style="list-style-type: none"> • Questions why things happen and gives explanations. <p>Range 5 UW TW</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world. • Talks about why things happen and how they work. 	<p>Historical enquiry</p>	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> • 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 and internet for research 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
<p>Range 4 CL S</p> <ul style="list-style-type: none"> • Uses a variety of questions. • Comments and asks questions about aspects of their familiar world. 	<p>Organisation and communication</p>	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms. 			

<p>Range 5 CL S</p> <ul style="list-style-type: none"> • Questions why things happen and gives explanations. <p>Range 5 UW TW</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world. • Talks about why things happen and how they work. 				
EYFS				
CofEL	<p><u>Playing & Exploring</u></p> <ul style="list-style-type: none"> • Shows curiosity about objects, events & people. 	<p><u>Active Learning</u></p> <ul style="list-style-type: none"> • Showing a deep drive to know more about people & their world. 	<p><u>Thinking Creatively & Critically</u></p> <p>Developing ideas of grouping, sequences, cause and effect.</p>	
Statutory UW ELG:		Past and Present:		
Children at the expected level of development will:		<ul style="list-style-type: none"> -Talk about the lives of the 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. 		