



Moorland Primary School – Progression of Knowledge and skills in History

SKILLS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Use a range of historical artefacts to find out about the past.</p> <p>Express an opinion about a historical source.</p> <p>Identify similarities and differences between ways of life within or beyond living memory</p>	<p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Use historical sources to begin to identify viewpoint.</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Describe, in simple terms, the importance of local events, people and places.</p>	<p>Make deductions and draw conclusions about the reliability of a historical source or artefacts.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p>Recognise ways in which human invention and ingenuity have changed how people live.</p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Identify bias in primary and secondary sources.</p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</p> <p>Use more complex historical terms to explain and present historical information.</p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Find evidence from different sources, identify bias and form balanced arguments</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p>	<p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance</p> <p>Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>
Historical Interpretation	<p>Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing.</p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p>	<p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>Explain the cause and effect of a significant historical event.</p> <p>Make connections between the similarities and explain the differences between two periods of history.</p>	<p>Explain in detail the multiple causes and effects of significant events.</p> <p>Describe and explain the impact of a past society on a local settlement or community.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Explain why an aspect of world history is significant</p> <p>Identify and describe reasons for and results of historical events, situations and changes within and across different periods.</p> <p>Explain how aspects of the past have been represented and interpreted in different ways.</p>	<p>Describe and explain the significance of a leader or monarch.</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient societies.</p>
Chronology	<p>Order information on a timeline.</p> <p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p>	<p>Sequence significant information in chronological order.</p>	<p>Sequence dates and information from several historical periods on a timeline.</p> <p>Make choices about the best ways to present historical accounts and information</p>	<p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p>Use terms related to the period and begin to date events.</p>	<p>Sequence and make connections between periods of world history on a timeline.</p>	<p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>



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Early years history skills overview

Development Matters (3-4 year olds)	Development Matters (Reception children)	ELG
<p><i>To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p> <p><i>To comment and ask questions about objects from the past.</i></p> <p><i>Stories, books and pictures give us information about the past</i></p>	<p><i>To order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then</i></p> <p><i>To begin to comment on images of familiar situations in the past.</i></p> <p><i>Explore and talk about important events in the school or locality's history</i></p> <p><i>To make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</i></p> <p><i>To begin to spot similarities and differences between pictures of the past and the modern day.</i></p> <p><i>To compare and contrast characters from stories, including figures from the past.</i></p>	<p><i>To explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>To talk about the lives of the people around them and their roles in society.</i></p> <p><i>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p> <p><i>To explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</i></p> <p><i>To understand the past through settings, characters and events encountered in books read in class and storytelling</i></p>