

Leedstown History Knowledge and Skills Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding	<p>Know and recount episodes from their own and others' past, saying why it happened.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Describe main story settings, events and principal characters.</p>	<p>Place known events and objects in chronological order.</p> <p>Place events in order and comment on the order.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Sequence events and recount changes within living memory.</p>	<p>Place events in order and comment on the order.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Place events in order and comment on the order.</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Place events in order and comment on the order.</p> <p>Use historic terms related to the period of study.</p> <p>Place some historical periods in a chronological framework.</p>	<p>Use dates to order and place events on a timeline.</p> <p>Place events in order and comment on the order.</p> <p>Place events and historical figures on a timeline using dates and overlaying chronology.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Use dates to order and place events on a timeline from all their learning.</p> <p>Place events in order and comment on the order.</p> <p>Confidently use historic terms related to a range of periods of study.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Compare and describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
Historical Enquiry	<p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Ask and answer relevant basic</p>	<p>Ask and answer questions, beginning to choose and use parts of stories and other sources to show that he/she knows and</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>Compare sources of information available for the study of different times in the past.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and</p>

Leedstown History Knowledge and Skills Progression EYFS-Year 6

	<p>Answer how and why questions in response to stories or events.</p>	<p>questions about the past.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts from 'then' and 'now'</p>	<p>understands key features of events.</p>	<p>understands key features of events</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Use a variety of resources to find out about aspects of life in the past.</p>	<p>Make comparisons between aspects of periods of history and the present day.</p>	<p>difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p>
<p>Organisation and Communication</p>	<p>Talk and discuss aspects of the past using some everyday historical terms.</p> <p>Record using marks they can interpret and explain.</p> <p>Explain own knowledge and understanding, and ask appropriate questions.</p>	<p>Use vocabulary of everyday historical terms.</p> <p>Talk, draw or write about aspects of the past.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p>	<p>Use a wide range of vocabulary pertaining to historical sources and events.</p> <p>Communicate his/her learning using appropriate terminology.</p> <p>Refer to how she/he has found out about the past and inferences from sources.</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source.</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source and comment on the credibility of sources.</p>
<p>Understanding of Events, People and Changes</p>	<p>Recognise the difference between past and present in their own and others' lives.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare</p>	<p>Describe changes and impacts on Britain throughout key events in British history.</p> <p>Describe a study of an aspect or theme in</p>	<p>Describe changes and impacts on Britain throughout key events in British history.</p> <p>Describe a study of an aspect or theme in</p>	<p>Describe a non - European society that provides contrasts with British history</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within</p>

Leedstown History Knowledge and Skills Progression EYFS-Year 6

	<p>Describe an event or family member from their past that is important to remember.</p> <p>Be curious about people and show interest in stories.</p>	<p>Describe key people in history.</p> <p>Understand key features of events.</p>	<p>aspects of life in different periods.</p>	<p>British history that extends his/her chronological knowledge beyond 1066.</p> <p>Understand and describe British settlements.</p> <p>Describe the achievements of the earliest civilizations.</p>	<p>British history that extends his/her chronological knowledge beyond 1066.</p> <p>Understand and describe British settlements.</p>	<p>Give some reasons for some important historical events.</p>	<p>and across the periods he/she studies.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Use evidence to support arguments.</p>
Historical Interpretation	<p>Develop their own explanations by connecting ideas and events.</p> <p>Talk about some of the things they have observed, question why things happen and give explanations.</p> <p>Know that information can be retrieved from books and computers.</p>	<p>Relate his/her own account of an event and understand that others may give a different version.</p> <p>Discuss simple impacts of people and events.</p>	<p>Describe significant historical events, people and places in his/her own locality.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Expand on the significant historical events, people and places in his/her own locality.</p> <p>Begin to discuss viewpoint in sources and how this impacts sources.</p>	<p>Explain the significant historical events, people and places in his/her own locality.</p> <p>Understand that sources can contradict each other.</p>	<p>Explain the significance of a local study globally.</p> <p>Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</p> <p>Describe the social, ethnic, cultural, or religious diversity of past society.</p> <p>Understand that the type of information available depends on the period studied.</p> <p>Evaluate the usefulness of a variety of sources.</p>	<p>Explain and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children</p> <p>Explain and compare the social, ethnic, cultural, or religious diversity of past society.</p> <p>Evaluate the usefulness and credibility of a variety of sources.</p>

Leedstown History Knowledge and Skills Progression EYFS-Year 6