

St Giles Academy History Skills Progression Map

This part of the document shows how the key strands of skills and knowledge in the History curriculum progress through the school: chronology, knowledge and understanding of the past, understanding historical evidence and historical enquiry.									
	EYFS	Year 1	Year 2		Year 3	Year 4		Year 5	Year 6
Chronological understanding	<p>Sequence pictures to show time order (eg baby, toddler, child). To use simple words to talk about the passing of time.</p>	<p>To put up to three objects, people or events in chronological order. To begin to recognise the differences between ways of life in the past and present.</p>	<p>To sequence a set of events in chronological order and give reasons. To identify differences between ways of life in the past and present.</p>	Understanding the historical timeline of Britain	<p>To use a timeline within a specific time period (events, people and objects). To begin to understand that the past can be divided into different periods of time.</p>	<p>To place periods of History on a timeline in order. To explain how the past can be divided into different periods of time.</p>	Understanding a global historical timeline	<p>Demonstrate a knowledge of world history by placing important events on a timeline using AD and BC. To pick out similarities and differences between different periods of time. To know some significant dates.</p>	<p>To understand the relative length of periods (studied) in History. To explain the similarities and differences between different periods of time. To know some significant dates.</p>
Knowledge and Understanding	<p>To listen to and recall historical stories. Talk about past and events in their own lives and in the lives of family members.</p>	<p>To use stories to talk about things that have happened in the past. To recognise how the achievements of famous people have influenced our lives.</p>	<p>Recount the main events from a significant event in History. To recognise why people did things, why events happened and what happened as a result.</p>		<p>To identify what life was like in the past - how people lived (during the history studied). To identify what events happened and understand what happened as a result.</p>	<p>To identify key features and events (during history studied) and offer reasonable explanations for some events. To begin to give reasons for the main events and changes for the periods studied.</p>		<p>To examine causes and results of great events and the influence these have had on life today. To give reasons for the main events and changes for the periods studied.</p>	<p>To use knowledge to describe the individual and special features of past societies and times. To give reasons why changes have occurred using historical knowledge and evidence.</p>

Historical Enquiry	To identify and talk about similarities and differences.	To ask and answer simple historical questions.	To ask and answer appropriate historical questions using own historical knowledge.		To ask historical questions and use a variety of sources of evidence to answer questions.	To ask historically valid questions and to use sources of information (beyond simple observations) to answer historical questions.		To answer and devise own historically valid questions about change, cause, similarity and difference and significant.	To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Historical Interpretation Artifacts & Sources	Talk about objects that are associated with special memories or seasons in the year and that they can be represented in different ways Photos , videos mementos such as birthday cards	Talk about objects that hold special memories for me or that link to past events. To begin to identify different ways to represent the past (photograph, stories, websites, information books).	To identify some ways in which people find out about past events, and identify ways in which other people's lives in the past have been different to my own.		To identify and give reasons for different ways in which the past is represented.	To begin to evaluate the usefulness of different sources.		To compare accounts of events from different sources which may contradict each other.	To link sources and work out how conclusions were met.