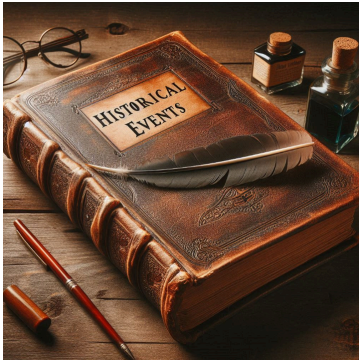





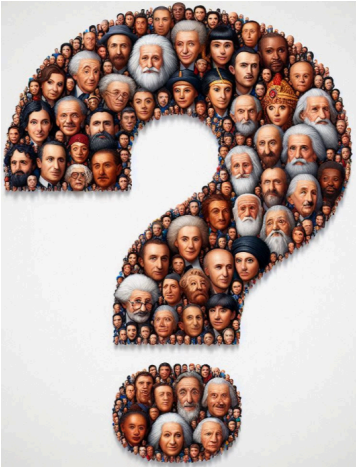
DRAYTON PARK SCHOOL


History Skills Progression Map

	Nursery	Reception & Year 1	Years 2 & 3	Years 4 & 5	Year 6
<p>Chronological Understanding</p>	<ul style="list-style-type: none"> - Sequence pictures to show time order (e.g. baby, toddler, child). - Use simple words to talk about the passing of time, including things which happened to them before the present. 	<ul style="list-style-type: none"> - Put objects, people or events in chronological order. - Sort objects into new and old and match objects to different periods in History. - Retell a simple past event using simple words to talk about the passing of time, including things which happened before they were born. 	<ul style="list-style-type: none"> - Sequence a set of events in chronological order. - Use a timeline within a period of History to sequence events, people, photographs, artefacts and objects. - Begin to understand that the past can be divided into different periods of time. - Identify differences between life in the past and the present. - Identify how periods of time can impact individuals and events. 	<ul style="list-style-type: none"> - Create timelines, placing periods of History they have studied in History so far, in order, understanding the wider chronological contexts. - Explain how the past can be separated into different periods of time, using relevant terms and period labels. - Pick out the similarities and differences between different periods of time. - Place previously learnt periods into context, identifying their impact on later civilisations. 	<ul style="list-style-type: none"> - Place periods of History studied onto a timeline alongside other periods studied during their time in primary school (ensuring they are sequenced in chronological order). - When creating timelines, the children will be able to illustrate that some periods of History lasted longer than others. - Explain the similarities and differences between different periods of time. - Continued development of concurrent civilisations around the world and their impact on later civilisations.

	Nursery	Reception & Year 1	Years 2 & 3	Years 4 & 5	Year 6
<p>Knowledge and Understanding of Events</p> 	<ul style="list-style-type: none"> - Listen to and recall historical stories. - Talk about past events in their own lives and the lives of their families. 	<ul style="list-style-type: none"> - Listen to and recall historical stories. - Use stories to talk about things that have happened in the past. - Identify that some things within living memory have changed and some things have stayed the same. - Recognise how the achievements of famous people in the past have influenced our lives and identify that History has an impact on our lives today. 	<ul style="list-style-type: none"> - Recount the main events from a significant event in History. - Identify what life was like in the past, including how people lived. - To identify what events happened, why events happened and what happened as a result (i.e. that changes throughout History have had important consequences). - Talk about why some things have stayed the same throughout History and identify the differences between ways of life at different times. - Compare periods of History studied with our life today, identifying reasons for and results of people's actions. 	<ul style="list-style-type: none"> - Identify key features and events and offer reasonable explanations for some events. - Identify the continuity and changes throughout the historical periods studied while identifying the similarities and differences between these periods (look for links and effects in the times studied). - To examine and explain causes and results of great events and the influence these had on life today. - To give reasons for the main events and changes for the periods studied. - Compare an aspect of life with the same aspect in a different period. - Compare different aspects of different people during the periods studied. 	<ul style="list-style-type: none"> - Use prior knowledge to describe the individual and unique features of past societies and periods in History. - Identify the continuity and changes throughout the historical periods studied while identifying the similarities and differences between these periods. - To examine and explain causes and results of great events and the influence these had on life today. - Give reasons why changes have occurred using historical knowledge and evidence. - Find out about and compare the beliefs, behaviours and characteristics of people during the historical periods studied, recognising that not everyone shares the same views and feelings.

	Nursery	Reception & Year 1	Years 2 & 3	Years 4 & 5	Year 6
<p>Interpretations of History</p> 	<ul style="list-style-type: none"> - Recognise that a familiar event can be represented in different ways (photos, videos, birthday cards, postcards). - Recount events from their own past, saying what happened. - Understand that certain choices have consequences. 	<ul style="list-style-type: none"> - Recognise that a familiar event can be represented in different ways (photos, videos, birthday cards, postcards). - Begin to identify different ways to represent the past: photographs, stories, websites, information books. - Look closely at similarities, differences and patterns and changes. - Use story to distinguish between fact and fiction. - Identify that certain events & individuals have had major consequences in History. Begin to use the phrase 'cause and effect.' - Identify why certain people / events are significant - achievements / impact etc. 	<ul style="list-style-type: none"> - Identify different ways to represent the past: photographs, stories, websites, information books. - Give reasons for different ways in which the past is represented. - Distinguish between different sources. Look at representations of the period - museum, cartoons etc. Explore whether something is 'fact or fiction.' - Compare different versions (sources) of a past event, using pictures / photographs and accounts / stories and discuss the reliability of these. - Identify that certain events & individuals have had major consequences in History and explore why. Identify specific causes and effects from different periods, beginning to establish 	<ul style="list-style-type: none"> - Compare accounts of events from different sources. - Evaluate the usefulness of different sources, including primary and secondary sources, to solidify possibilities of bias, understanding that there are different interpretations of the same event. - Offer some reasons for different versions of events. Identify why interpretations of these sources are critical to our understanding of the past. - Identify why interpretations can change in light of new evidence. - Research using textbooks / information websites. - Identify the reasons things happened (causes) in History and the effects on following 	<ul style="list-style-type: none"> - Link sources and work out how conclusions are met. - Consider ways of checking the accuracy of interpretations, fact or fiction and opinion. - Be aware that different evidence will lead to different conclusions. - Research using textbooks / information websites. - Identify the effects the past plays in our societies today. - Ensure both positive and negative effects are explored. - Identify the significance of achievements in the past and how these have been turning points in History, evaluating which achievements were most impressive.

			links between them.	civilisations and today. - Identify that one event can have multiple effects.	
	Nursery	Reception & Year 1	Years 2 & 3	Years 4 & 5	Year 6
<p>Historical Enquiry</p> 	<ul style="list-style-type: none"> - Ask simple questions about people or events from within living memory. - Identify and talk about similarities and differences. - Understand that items can tell us about someone or something. 	<ul style="list-style-type: none"> - Ask and answer simple historical questions. - Identify and talk about similarities and differences. - Analyse a variety of artefacts / objects to infer about an individual or event. - Use historical vocabulary to articulate opinions and engage in reasoned debate (at the appropriate age). 	<ul style="list-style-type: none"> - Ask and answer appropriate historical questions using their own historical knowledge. - Use a variety of sources, including primary and secondary evidence, to answer questions and justify opinions. - Make reasoned interpretations about individuals and events by using a small selection of focused sources. - Use historical vocabulary to articulate opinions and engage in reasoned debate (at the appropriate age). 	<ul style="list-style-type: none"> - Ask historically valid questions and use a range of sources to answer historical questions. - Devise and answer questions linked to change, cause, similarity and difference and significance. - Conduct an independent enquiry, using a range of primary and secondary sources, and use this evidence to justify their opinions. - Use sources to interpret viewpoints, including bias, identifying why these viewpoints differ and why the bias might skew these viewpoints. - Question the validity of sources and contradictions. 	<ul style="list-style-type: none"> - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Think critically, using reasoning, research and debate. - Independently select sources, arguments and evidence to justify their own opinions. - Conduct an enquiry, using sources as evidence for an opinion in a debate. - Identify the effectiveness of sources as evidence. - Use historical vocabulary to articulate opinions and engage in reasoned debate (at the appropriate age).

				<ul style="list-style-type: none"> - Understand why the amount of written primary sources varies depending on the time period. - Use historical vocabulary to articulate opinions and engage in reasoned debate (at the appropriate age). 	
	Nursery	Reception & Year 1	Years 2 & 3	Years 4 & 5	Year 6
<p>Organisation and Communication</p> 	<ul style="list-style-type: none"> - Use simple words to describe the passing of time. 	<ul style="list-style-type: none"> - Use simple words and phrases to describe the passing of time. - Use simple words and phrases to describe events and people from the past. - Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / Role Play Making Models Writing Using ICT 	<ul style="list-style-type: none"> - Use words and phrases to describe the passing of time. - Use words and phrases to describe events and people from the past. - Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama / Role Play Making Models Writing Using ICT 	<ul style="list-style-type: none"> - Use words and phrases to describe the passing of time and context of civilisations. - Use words and phrases to describe events and people from the past. - Recall, select and organise historical information. - Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> - Use words and phrases to describe the passing of time and context of civilisations. - Use words and phrases to describe events and people from the past. - Select and organise information to produce structured work, making appropriate use of dates and terms.