

Progression of knowledge and skills

	<u>EYFS</u>	<u>KS1</u>	<u>Yr 3 & 4</u>	<u>Year 5 & 6</u>
Chronological knowledge and understanding	<p>To talk about past and present events in their own lives and lives of family members</p> <p>Use everyday language related to time including past and present</p> <p>Order and sequence familiar events</p> <p>Describe main story events, characters and settings</p>	<p>To use words and phrases relating to the passing of time</p> <p>To develop an awareness of the past</p> <p>To sequence events from beyond their lifetime on a simple timeline</p>	<p>To understand the meaning and difference between BCE/CE and BC/AD</p> <p>To sequence key events from the period studied on a timeline</p>	<p>To identify today and current period studied on a timeline</p> <p>To sequence key events from period studied on timeline and include dates</p> <p>To recognise and identify connections, contrasts and trends overtime</p>
Historical enquiry	<p>To answer how and why questions in response to stories or events</p> <p>To explain their own knowledge and understanding and ask appropriate questions</p>	<p>To ask and answer questions from specific sources</p> <p>To understand some ways we find out about the past</p>	<p>To understand how knowledge of the past is constructed from a range of sources</p> <p>To research information to answer specific historical questions</p>	<p>To address and interpret sources, some that could be bias, to answer historically valid questions</p> <p>To use a range of information to present a historical argument</p>

	To know that information can be retrieved from books and computers			
Historical interpretations		<p>To identify different ways in which the past is represented e.g. books, photos, artefacts, buildings, museums, eye witness accounts</p> <p>To begin to ask questions about these sources</p>	<p>To understand that there might different accounts of history</p> <p>To look at different versions of the same event in history and identify the differences</p>	<p>To give explanations for why there might be different accounts in history</p> <p>To evaluate evidence and choose the most reliable source, giving clear reasons for the choice</p>