

EYFS	EYFS	Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronology</u>	-Order simple experiences in relation to themselves, and others including stories, events, and experiences.	<u>Chronological understanding</u>	-Understand the difference between things that happened in the past and the present. -Describe things that happened to themselves and other people in the past. -Order a set of events or objects -Use a timeline to place important events. -Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	-Understand and use the words past and present when telling others about an event. -Recount changes in my own life over time. -Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. -Use a timeline to place important events.	-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -Use a timeline to place historical events in chronological order. -Describe dates of and order significant events from the period studied.	-Use historical terms related to the period of study. -Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -Order some significant events and dates on a timeline. -Describe the main changes in a period in history.	-Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -Order significant events, movements and dates on a timeline. -Describe the main changes in a period in history.	-Understand the duration of a period in history. -Order significant events, movements and dates on a timeline. -Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
<u>Recall</u>	-Talk to others about what they know about a key person, character, event from the past.	<u>Knowledge and understanding of events, people and changes in the past.</u>	-Understand the difference between things that happened in the past and the present.	-Use information to describe the past. -Describe the differences between then and now. -Look at evidence to give and explain reasons why people in the past may have acted in the way they did. -Recount the main	-Use evidence to describe the culture and leisure activities from the past. -Use evidence to describe the clothes, way of life and actions of people in the past. -Use evidence to describe buildings	-Use evidence to describe what was important to people from the past. -Use evidence to show how the lives of rich and poor people from the past differed. -Describe similarities and differences between people,	-Give some reasons for some important historical events -Choose reliable sources of information to find out about the past. -Give own reasons why changes may have occurred, backed up by evidence. -Describe similarities and differences between some	-Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies -Note connections, contrasts and trends over time and show developing appropriate use of historical terms

Cedars History Progression of Skills

<p><u>Vocabulary</u></p>	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p>			<p>events from a significant event in history.</p>	<p>and their uses of people from the past</p>	<p>events and artefacts studied. -Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>people, events and artefacts studied -Describe how historical events studied affect/influence life today.</p>	
<p><u>Describe</u></p>	<p>Features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.</p>	<p><u>Historical interpretation</u></p>	<p>-Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>-Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>-Explore the idea that there are different accounts of history.</p>	<p>-Look at different versions of the same event in history and identify differences. -Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>-Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. -Give reasons why there may be different accounts of history. -Evaluate evidence to choose the most reliable forms.</p>	<p>-Evaluate evidence to choose the most reliable forms. -Know that people both in the past have a point of view and that this can affect interpretation. -Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
<p><u>Research</u></p>	<p>- Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.</p>	<p><u>Historical enquiry</u></p>	<p>-Find answers to some simple questions about the past from simple sources of information. -Describe some simple similarities and difference between artefacts. -Sort artefacts from then and now. -Ask and answer basic relevant questions about the past.</p>	<p>-Identify different ways in which the past is represented. -Ask questions about the past. Use a wide range of information to answer questions.</p>	<p>-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. -Ask questions and find answers about the past.</p>	<p>-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. -Ask questions and find answers about the past.</p>	<p>-Compare sources of information available for the study of different times in the past -Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. -Investigate own lines of enquiry by posing questions to answer.</p>	<p>-Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance -Construct informed responses that involve thoughtful selection and organisation of relevant historical information -Understand how our knowledge of the past is constructed from a range of sources -Make confident use of a variety of sources for independent research</p>

Cedars History Progression of Skills

<u>Communication</u>	Talk about key events, in own lives, about family, friends, other people including significant people, talk about key roles people have in society both in the present and the past.	<u>Organisation and communication</u>	<ul style="list-style-type: none"> -Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. -Tell stories about the past. -Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> -Describe objects, people or events in history. -Use timelines to order events or objects or place significant people. -Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> -Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> -Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and ICT, using the correct terminology. 	<ul style="list-style-type: none"> -Present findings and communicate knowledge and understanding in different ways -Provide an account of a historical event based on more than one source 	<ul style="list-style-type: none"> -Communicate ideas about from the past using various genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and ICT. -Plan and present a self-directed project or research about the studied period. -Investigate own lines of enquiry by posing questions to answer.
	<u>Observe</u>							