



Broadmayne First School History Progression in Skills

Progression in Chronological Understanding.

EYFS	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Enquiry 1: How have I changed since I was a baby?	
Y1	Recount past changes from their own lives	Sequence some events in chronological order	Some use of vocabulary relating to the passage of time.
Y2	Place historical figures, events and artefacts in order on a given time line, using dates where appropriate	Add labels to timelines.	Use of vocabulary relating to the passage of time.
Y3	Use dates to place events, artefacts and historical figures on a timeline		
Y4	Understand that changes occur over time. Add evidence and dates to timeline to represent this. Place the time studied on a time line	Use dates and historical terminology to describe events Sequence events or artefacts	

Progression in Investigating and Interpreting.

EYFS	Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Yr 1	Begins to use sources to identify some details and ask/ answer simple questions		
Yr 2	Use artefacts, pictures, stories, online sources and databases to find out about the past	Ask and answer questions such as What was it like for a...? What happened? How long ago?	
Yr 3	Study two different accounts of the same event, exploring similarities and differences	Refer to more than one source of evidence for more accurate understanding of events and to ask and answer questions.	
Yr 4	Give reasons why separate versions of the same event may differ in the accounts	Explore main events and changes in history, giving causes and consequences	Independently suggest sources of evidence to answer their questions

Progression in Knowledge and Understanding (inc characteristic features)

EYFS	Talk about the lives of the people around them and their roles in society	Enquiry 2: Why do we wear different clothes at different times of the year?		
Yr 1	Identify key events and people			
Yr 2	Identify key events and people	Give reasons why people from the past acted in the ways they did.	Use information gained from research to describe differences between then and now	
Yr 3	Describe features of period studied e.g. clothes, beliefs, homes, attitudes	Describe similarities and differences between people, events and objects over time.		
Yr 4	Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes	Describe how some past events and actions of people affect life today.		

Progression in Organisation and Communication

EYFS	Talk about the lives of the people around them and their roles in society	Enquiry 3: What are our favourite celebrations each year?
Y1	Talking about past events. Sequencing events from simple pictures. Retelling simple stories. Some time connectives used..	Drama Art/ Posters Models Simple written responses Pictures Interviews Timelines
Y2	Retelling of more complicated stories, Use of different time connectives. Labelling of pictures to show characteristic features. Accounts using more precise vocabulary.	Drama Dance Music Art/ Posters Models More complex written responses Labelled pictures Timelines
Y3	Simple narratives, speech bubbles or annotations. Contain some period specific references. Begins to use supporting evidence.	Drama Dance Art/ Posters Models Museums Powerpoints Written responses Labelled diagrams Timelines
Y4	Answers to questions begin to have more structure with supportive evidence used more widely. Begins to offer both sides of an argument.	Drama Dance Art/ Posters Models Museums Powerpoints Written responses Labelled diagrams Timelines

