

## HISTORY SKILLS PROGRESSION 2021 Interpretations of History St Alban's C of E

|                                   | EYFS1  | EYFS 2  | YEAR 1  | YEAR 2  | YEAR 3   | YEAR 4   | YEAR 5   | YEAR 6  |
|-----------------------------------|--|---|---|---|--|--|--|---|
| <b>Interpretations of History</b> | Use stories to encourage children to distinguish between fact and fiction. | <p>Begins to respond to simple questions asking what happened? did that happen, within history contexts and across the provision.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> | <p>Question why things happen and give simple explanations.</p> <p>Talk about simple ways in which the past is represented, e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past- how reliable are their memories?</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> | <p>Compare pictures or photographs of people or events in the past.</p> <p>Compare 2 versions of a past event.</p> <p>Discuss the reliability of photos/account/stories.</p> <p>Identify ways in which the past is represented and discuss reliability of photos/ accounts/stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and help them remember key historical facts.</p> <p>Question why things happen and give explanations Recognise why people did things, why events happened and what happened as a result.</p> | <p>Know that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Know the main message an interpretation gives.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc.</p> <p>Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people.</p> | <p>Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p> <p>Distinguish between different sources – compare different versions o the same story.</p> <p>Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade.</p> <p>Moves away from simply listing to trying to give a little detail about each cause.</p> | <p>Know that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Know how to give reasons as to why a source has been constructed and the purpose of this.</p> <p>Compare accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Identify and give reasons for, results of, historical events, situations, changes.</p> <p>Realises that events usually happen for a combination of reasons, even though there is still some element of listing.</p> <p>Moving from two causes to realising that you need to give several causes to explain some events;</p> <p>Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen.</p> | <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Starts to genuinely explain rather than list causes of key events;</p> <p>May dwell on one cause at expense of others but it is real attempt to explain not just describe;</p> <p>Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term</p> |

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