



Progression of Skills In History



	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Chronological Understanding</u>	Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters • Talk about past and present events in their own lives and in lives of family members	Recount changes in own life over time • Distinguish between past and present • Identify similarities and differences between different ways of life beyond living memory • Use words and phrases such as old, new, young, days, months, past, present, now, then, future,	Sequence events or artefacts closer together in time • Identify similarities and differences between different ways of life in different time periods • Use phrases such as recently, before, after, now, later, x years ago, a long time ago, timeline,	Study the time studied on a time line • Sequence events, people or artefacts on a timeline within period • Understand BC/ AD BCE/ ACE	Place events from period studied on a time line use terms related to the period and begin to date events • Use dates related to the passing of time eg 19th and 20th Century • Use words and phrases such as Century, decade, BCE/ACE, after, before, during	Place current study on time line in relation to other studies • Know and sequence key events of time studied • Sequence historical periods • Compare current studies to other time periods studied • Use words and phrases such as century, decade, BCE/ACE, after, before, during, Victorians, Tudors, era, period	Place current study on time line in relation to other studies • Use relevant dates and terms • Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world • Use words such as social, religious, political, technological, cultural, bias, reliability, legacy
<u>Range and depth of Historical knowledge</u>		Tell the difference between past and present in own and other people's lives episodes from stories about the past	Use stories and other information to describe the past. • Use stories and other information to describe differences between then and now. • Recount main events from a	Use information to describe the past. • Use information to describe differences between then and now. • Recount main events from a significant period in history. • Use evidence to	Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable	Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late	Know key dates, characters and events of time studied • Give own reasons why events occurred, backed up with evidence • Describe how some changes affect life today

			significant time in history and demonstrate knowledge of significant individuals in the past • Identify differences between ways of life at different times	explain reasons why people in past acted as they did.	explanation for some events	'times' studied • Compare an aspect of life with the same aspect in another period	• Make links between some features of past societies
<u>Interpretations of history</u>		Use stories to encourage children to distinguish between fact and fiction • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Compare pictures or photographs of people or events in the past • Discuss reliability of photos/accounts/stories • Able to identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories)	Identify and give reasons for different ways in which the past is represented • Distinguish between different sources and evaluate their usefulness • Look at different versions of the same event and identify differences	Look at the evidence available and give reasons why there might be different accounts of history • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge	Compare accounts of events from different sources • Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others	Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
<u>Historical enquiry</u>	Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories	Sort artefacts "then" and "now" • Ask and answer questions related to different sources and objects	Use a range of sources to find out about a period and observe and record differences • Begin to use the library, e-learning	Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record	Use evidence to build up a picture of a past event • Give reasons why there may be different accounts of history	Begin to identify primary and secondary sources • Choose the most reliable sources of evidence from a selection provided,	Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past

	or events • Explain own knowledge and understanding, and asks appropriate questions • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain		for research and to ask and answer questions • Suggest sources of evidence to use to help answer questions	information relevant to the study • Begin to use the library and internet for research	• Choose relevant material to present a picture of one aspect • of life in time past • Ask a variety of questions • Use the library and internet for research	to answer questions • Understand that there is often not a single answer to historical questions • internet for research with increasing confidence	• Form own opinions about historical events from a range of sources and evaluate its usefulness Bring knowledge gathered from several sources together in a fluent account
<u>Organisation and communication</u>	Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT	Describes objects, people and events. • Write simple stories and recounts about the past. • Draw labelled diagrams and writes about them to tell others about people, events and objects from the past.	Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes/ audiences	Use dates and terms with increasing accuracy • Discuss different ways of presenting information for different purposes/ audiences	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills • Use dates and terms correctly. • Discuss most appropriate way to present information, realising that it is for an audience. • Use subject specific words	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. • Use dates and terms accurately. • Choose most appropriate way to present information to an audience	Select and organise information to produce structured work, making appropriate use of dates and terms. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms. Use extended writing