

HISTORY SKILLS PROGRESSION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<p>Develop an understanding of growth, decay and changes over time (30-50m)</p> <p>Comment on aspects of my familiar world, where I live or the natural world. (30-50m)</p> <p>Beginning to understand why and why questions (30-50m)</p> <p>Remembers and talks about significant events in their own experiences (30-50m)</p> <p>Talk about the past and present events in their own lives and in the lives of family members (ELG)</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Can they give a plausible explanation about what an object was used for in the past- Simple observations</p> <p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Ask and answer questions such as What was it like for a...? What happened? How long ago?</p> <p>Understands why some people in the past did things.</p> <p>Can they research the life of a famous Briton from the past using different resources to help them</p>	<p>Study two different accounts of the same event, exploring similarities and differences</p> <p>Refer to more than one source of evidence for more accurate understanding of events</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions</p>	<p>Give reasons why separate versions of the same event may differ in the accounts</p> <p>Explore main events and changes in history, giving causes and consequences</p> <p>Independently suggest sources of evidence to answer their questions</p> <p>Expose pupils to primary and secondary sources of evidence.</p> <p>With support begin to formulate historically valid questions related to the key concept</p> <p>Begin to understand the concept of propaganda - Know that people may represent events in ways that persuade others.</p>	<p>Begin to identify primary and secondary sources</p> <p>Looks at different versions of events from different sources</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p> <p>Use documents printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Understand fact and opinion</p> <p>With support formulate historically valid questions related to the key concept</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Select suitable sources of evidence to make own conclusions</p> <p>Recognise primary and secondary sources</p> <p>Explore all available evidence to form their own opinion on a historical event</p> <p>Evaluate the usefulness and accuracy of different sources of evidence</p> <p>Understand that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Formulate historically valid questions</p> <p>Use questions to challenge historical concepts</p>

<p>Build an overview of world history</p>	<p>Recognise and describe special times or events for them, friends and family to others. (30-50)</p>	<p>Tell the difference between past and present in own and other people's lives.</p> <p>Recall simple historical events of the period studied</p> <p>Can they identify objects from the past?</p> <p>Investigate and describe significant people from the past.</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant point in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>Recount the life of someone famous from Britain who lived in the past</p> <p>Name some historically famous events and some famous people</p>	<p>Uses evidence to describe past:</p> <p>Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Differences between lives of rich and poor</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Describe historical events in detail including the impact on a national and international scale</p>	<p>Chooses reliable sources of factual evidence to describe: social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p> <p>Appreciate that some ancient civilisations showed greater advancements that people who lived centuries after them?</p>
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<p>Understand chronology</p>	<p>Sequence familiar events.</p> <p>Can retell a simple past event in chronological order (30-50m)</p> <p>Use language related to time.</p>	<p>Recount past changes from their own lives</p> <p>Sequence three objects/events in chronological order.</p> <p>Uses words and phrases: old, new, young, days, months, long time ago</p>	<p>Place historical figures, events and artefacts in order on a given time line, using dates where appropriate</p> <p>Add labels to time lines</p> <p>Recount changes beyond living memory</p> <p>Puts 5 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later , when mummy and daddy were little, before I was born, when I was younger</p> <p>Uses past and present when telling others about an event.</p>	<p>Use dates to place events, artefacts and historical figures on a timeline</p> <p>Uses timelines to place events in order – when special events took place.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade, ancient.</p>	<p>Understand that changes occur over time.</p> <p>Add evidence and dates to timeline to represent this</p> <p>Use dates and historical terminology to describe events</p> <p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p>	<p>Identify significant changes within and across historical periods studied</p> <p>Understand that continuity and change occurs over time.</p> <p>Add evidence and dates to timeline to represent this</p> <p>Uses timelines to place and sequence local, national and international events.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period.</p>	<p>Relate current studies to previous learning and make comparisons between different times in history</p> <p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p>
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<p>Communicate historically</p>	<p>Use language of continuity and change - Change, difference, same, similar, now/then, before/after</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30-50m)</p> <p>They use past, present and future forms accurately when talking about events that have happened (ELG)</p>	<p>Subject related vocabulary and: past, old, new, recent, young, days, months,</p> <p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>Give reasons why people from the past acted in the ways they did.</p> <p>Use information gained from research to describe differences between then and now</p> <p>Describes objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past</p>	<p>Describe features of period studied e.g. clothes, beliefs, homes, attitudes.</p> <p>Describe similarities and differences between people, events and objects over time.</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.</p> <p>Describe how some past events and actions of people affect life today.</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p>	<p>Describes causes and consequences of the main events, situations and changes in the period studied.</p> <p>Identifies links and changes within and across the time periods and localities studied.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information</p>	<p>Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.</p> <p>Presents information in an organised and clearly structured way. (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>
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