

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>Formulate historically valid questions</p> <p>Use questions to challenge historical concepts</p>

Build an overview of world history	Recognise and describe special times or events for them, friends and family to others. (30-50)	Tell the difference between past and present in own and other people's lives. Recall simple historical events of the period studied Can identify objects from the past Investigate and describe significant people from the past.	Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant point in history. Uses evidence to explain reasons why people in past acted as they did. Recount the life of someone famous from Britain who lived in the past Name some historically famous events and some famous people	Uses evidence to describe past: Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Differences between lives of rich and poor Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects	Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. 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. Describes how some of the past events/people affect life today.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied. Describe historical events in detail including the impact on a national and international scale	Chooses reliable sources of factual evidence to describe: social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies. Appreciate that some ancient civilisations showed greater advancements that people who lived centuries after them?
Understand chronology	Sequence familiar events. Can retell a simple past event in chronological order (30-50m)	Recount past changes from their own lives Sequence three objects/events in chronological order. Uses words and phrases: old, new,	Place historical figures, events and artefacts in order on a given time line, using dates where appropriate	Use dates to place events, artefacts and historical figures on a timeline Uses timelines to place events in order – when	Understand that changes occur over time. Add evidence and dates to timeline to represent this	Identify significant changes within and across historical periods studied Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this	Relate current studies to previous learning and make comparisons between different times in history Uses timelines to place events, periods and cultural movements from around the world.

	Use language related to time.	young, days, months, long time ago	<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>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>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>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>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>
Communicate historically	<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</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.</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</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>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>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>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</p>

	<p>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>role play, drawing, writing, talking).</p>	<p>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>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</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>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information</p>	<p>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>
--	--	---	--	---	---	--	--