



**The Progression of Our History Skills**

Skills	EYFS	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
Chronological understanding	<p><b>Understanding the World</b></p> <p>Use everyday language related to time</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Recognise the distinction between past and present</p> <p>Sequence events in their life</p> <p>Order dates from earliest to latest on simple timelines</p> <p>Sequence pictures and objects from different periods of time</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Use words and phrases such as: old, new/young, before, past, days and months</p>	<p>Sequence artefacts and events that are close together in time</p> <p>Sequence pictures from different period periods of time</p> <p>Describe memories and changes that have happened in their own lives</p> <p>Identify some similarities and differences between their own lives and aspects of the past</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</p>	<p>Place the time studied on a time line</p> <p>Place topics studied into different periods (century, decade, Roman, Egyptian, BC, AD)</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>Use dates and terms related to the study unit and passing of time</p>	<p>Place events studied from the topics studied onto a time line</p> <p>Use terms related to the time period (century, decade, Roman, Egyptian, BC, AD) and begin to date events</p> <p>Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</p> <p>Make some links between and across periods, such as the differences between clothes, food, buildings or transport</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>Know and sequence key events of time studied on a timeline using dates accurately</p> <p>Sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...)</p> <p>Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time</p> <p>Make comparisons between different times in the past</p> <p>Relate current topics studied to previous topics studied</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>Accurately use dates and terms to describe historical events</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history</p> <p>Understand how some historical events /periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt</p>

<p style="text-align: center;">Historical Knowledge Knowledge and Understanding of Events, People and Changes in the Past of Events, People and Changes in the Past</p>	<p>Be curious about people and show interest in stories</p> <p>Answer how and why questions in response to stories or events</p> <p>Recognise or describe special times or events for family or friends</p>	<p>Recognise the difference between past and present in their own and others lives</p> <p>Know and recount episodes from stories and significant events in history</p> <p>Describe significant individuals from the past</p>	<p>Recognise similarities and differences between the past and the present</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Know and recount episodes from stories and significant events in history</p> <p>Understand that there are reasons why people in the past acted as they did</p> <p>Describe significant individuals from the past</p>	<p>Find out about the everyday lives of people in time studied compared with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify key features, aspects and events of the time studied</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for the links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Explain how people and events in the past have influenced life today</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past</p> <p>Examine causes and results of great events and the impact these had on people</p> <p>Describe the key features of the past, including attitudes, beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Know key dates, characters and events of time studied</p>
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Historical Interpretations

<p>Discussion of the word past and what it means</p> <p>Link to role play themes, eg: Knights and Castles</p> <p>Talk about length of time to give context - more than 5, 10 or 100 years</p> <p>Talk about why certain things happened in the past when looking at specific photos, eg: use of materials for building a castle</p>	<p>Start to compare two versions of a past event</p> <p>Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past</p>	<p>Look at more than two versions of the same event or story in history and identify differences</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>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical Knowledge</p>	<p>Compare accounts of events from different sources - fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Find and analyse a wide range of evidence about the past</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Consider different ways of checking the accuracy of interpretations of the past</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p>Show an awareness of the concept of propaganda</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others</p> <p>Begin to evaluate the usefulness of different sources</p>
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Skills	EYFS	Year 1 (KS1)	Year 2 (KS1)	Year 3 (LKS2)	Year 4 (LKS2)	Year 5 (UKS2)	Year 6 (UKS2)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Historical Enquiry</b></p>	<p>Use question and answer session at the beginning of each topic</p> <p>Sharing of stories which refer to the past, eg: stories told from a grandparent's perspective, etc.</p> <p>Show and tell - children bring in photos which link to History due to family trips and holidays</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Use as wide a range of sources as possible</p>	<p>Use a source to ask: why, what, who, how and where questions and find answers to them</p> <p>Sequence a collection of artefacts</p> <p>Use timelines</p> <p>Discuss the effectiveness of a source</p>	<p>Use a range of primary and secondary sources to find out about the past</p> <p>Gather more detail from sources such as maps, artefacts and pictures to build up a clearer picture of the past</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use a range of primary and secondary sources to find out about the past</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Regularly address and sometimes devise own questions to find answers about the past</p> <p>Use the library and internet for research</p>	<p>Recognise primary and secondary sources of information to investigate the past</p> <p>Use evidence to build up a picture of a past event / life in time studied</p> <p>Select relevant sections of information</p> <p>Undertake their own research</p>	<p>Recognise primary and secondary sources of information to investigate the past</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>



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<p><b>Presenting, Organising and Communicating</b></p>	<p>Class discussions and partner talk about old photos, stories and themes which relate to History</p> <p>Recorded work based on relevant role play themes or topics</p>	<p>Communicate their knowledge through: Discussion The use of a time line (3D with objects/sequential pictures) Drawing pictures Drama/role play Writing Using ICT</p>	<p>Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>	<p>Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT</p>	<p>Recall, select data and organise historical information to answer historical questions</p> <p>Communicate and display their knowledge and understanding in a variety of ways</p> <p>Know the period in which the topic of study is set</p> <p>Work independently and in groups</p>	<p>Recall, select data and organise historical information to answer historical questions</p> <p>Record, communicate and display their knowledge and understanding in a variety of ways</p> <p>Fit events into a display sorted by time</p> <p>Use appropriate terms, matching dates to people and events</p> <p>Work independently in group showing initiative</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms</p> <p>Select aspects of a topic of study to make a display</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual investigations</p>
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