

# Progression of skills - Insight

EYFS

Understanding Of The World:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Early Learning Goals: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

KS1

I can describe significant people from the past

I can describe key people from the past who have contributed to national and international achievements and understand their significance

I can use a timeline to develop chronological language eg past, present, older, newer

I can place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods

I am developing an understanding of changes within living memory eg toys, homes, transport

I know about changes within living memory and how they affected changes in national life eg toys, homes, transport

I am developing an understanding of local history eg historical events, people and places

I know about local historical events, people and places

I can use historical vocabulary eg past, present, long ago, timeline

I can use a wider range of historical vocabulary eg recently, decade, century, source, pioneer

I ask some questions about the past

I ask a wide range of questions about the past using parts of stories and sources

I am able to use artefacts, pictures, stories and online sources to find out about the past

I am able to use a range of artefacts, pictures, stories and online sources to answer historical questions

I am being introduced to different representations of the past and discuss similarities and differences

I can describe and understand the significance of historical events beyond living memory (nationally or globally)

I understand different representations of the past by drawing comparisons

**Y3/4** I can compare different eras considering similarities and differences  
 I am extending chronological understanding by exploring a theme over time eg leisure, entertainment  
 I can examine in depth an aspect of local history from a period beyond 1066  
 I understand how Britain has influenced and been influenced by the wider world  
 I can order key dates on a timeline to demonstrate chronology of British and world history  
 I am developing a range of historical vocabulary eg civilisation, chronology, ancient, legacy  
 I regularly generate and answer a range of historically-valid questions about similarities and differences  
 I understand what types of question are historically-valid and identify how to find the answer  
 I understand how knowledge of the past is constructed from a range of sources  
 I am developing an understanding of how and why the past is represented in different ways/  
 I understand how and why the past is represented in different ways and explain this  
 I select key information from a range of sources to answer an historical question/ I select and organise relevant information from a wider range of sources to answer a historical question

**Y5/6** I can explore trends, looking at continuity/change and similarity/difference/significance  
 I can examine different aspects of history eg social, cultural, political and religious  
 I gain historical perspective by making connections between local, national and international history  
 I can examine in depth an aspect of local history from a period beyond 1066  
 I am extending chronological understanding by exploring a theme over time eg crime and punishment  
 I can use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political  
 I address and devise a wide range of historically-valid questions about change and cause  
 I understand how knowledge of the past is constructed from a range of sources  
 I understand how evidence is used rigorously to make historical claims  
 I can discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda  
 I construct informed responses that involve thoughtful selection and organisation of relevant historical information  
 I establish clear narratives within and across periods by using secure chronological understanding  
 I can examine in depth an aspect of local history from a period beyond 1066  
 I can analyse trends, looking at continuity/change and similarity/difference/significance and using them to make connections and draw contrasts  
 I can examine different aspects of history eg social, cultural, political and religious, in different contexts  
 I gain historical perspective by making connections between local, national and international history  
 I am developing and applying a range of historical vocabulary eg influential, narratives, perspective  
 I address and devise a wide range of historically-valid questions about change, cause, impact and significance  
 I construct informed responses that involve thoughtful selection and organisation of relevant historical information  
 I can explain why contrasting arguments and interpretations of the past exist