



## History Progression of Skills and Knowledge

### EYFS

During Nursery children will begin to make sense of their own life story and their family's history. In Reception, children will comment on images of familiar situations in the past and be able to compare and contrast characters in stories that take place in the past. Early Learning Goals for understanding the past and present at the end of EYFS:

- I can talk about the lives of the people around me and their roles in society
- I know some similarities and differences between things in the past and now, drawing on my own experiences and stories I have heard in class
- I understand the past through settings, characters and events encountered in books that have been read in class and storytelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p><b>I know</b> about and sequence changes that have happened since I was born</p> <p><b>I can</b> sequence 3 or 4 artefacts from different periods of time</p>	<p><b>I can</b> sequence artefacts closer together in time and check if I am right in a reference book</p> <p><b>I can</b> sequence artefacts, like photographs, from different periods of my own life</p> <p><b>I can</b> describe memories of key events in my own life</p>	<p><b>I can</b> place historical periods I study in a time line</p> <p><b>I can</b> describe the passing of time using dates and terms about the time period I am studying</p> <p><b>I can</b> sequence several events or artefacts of the historical period I am studying</p>	<p><b>I can</b> sequence events from the period I am studying on a time line</p> <p><b>I can</b> use terms relating to the period I am studying and begin to date events</p> <p><b>I can</b> understand more complex terms such BC and AD</p>	<p><b>I know</b> and can sequence key events of a historical period I am studying</p> <p><b>I can</b> use relevant terms and period labels</p> <p><b>I can</b> make comparisons between different times in the past</p>	<p><b>I can</b> put my previous periods I have studied on a time line and place my current period on a time line in relation to them</p> <p><b>I can</b> sequence up to ten events on a timeline</p> <p><b>I can</b> use relevant dates and terms verbally and in writing</p>
<b>Range and depth of historical knowledge</b>	<p><b>I can</b> give examples of things that were different when my grandparents were children</p> <p><b>I know</b> about a famous person who was born or lived near my town</p> <p><b>I can</b> recount an episode that happened in the past</p>	<p><b>I can</b> identify differences between ways of life between different times, such as when my grandparents were young</p> <p><b>I can</b> recount the life of someone famous from Britain who lived in the past and know about how</p>	<p><b>I can</b> find out about the every day lives of people from the past</p> <p><b>I can</b> compare the lives of people in the past with our lives today</p> <p><b>I can</b> identify reasons for</p>	<p><b>I can</b> use evidence to reconstruct life in the historical period I am studying</p> <p><b>I can</b> identify key place, features and events of the historical period I am studying</p> <p><b>I can</b> look for links and identify</p>	<p><b>I can</b> study different aspects of different people in past societies eg. men, women and children</p> <p><b>I can</b> examine causes and results of great events and the impact on people</p> <p><b>I can</b> identify changes in historical periods studied and be able to compare early and later stages of the same period</p>	<p><b>I can</b> study aspects of the past such as beliefs or behaviour and recognise people can have differing views and feelings</p> <p><b>I can</b> compare the beliefs and behaviour of the period I am studying with those a different time period</p>

		<p>they made the world a better place</p> <p><b>I can</b> recount the life of someone famous who lived outside of Britain and explain why their actions were important</p>	<p>people's actions and their results (cause and effects)</p> <p><b>I can</b> understand why people may have wanted to do something in the past</p>	<p>events/actions and their effects</p> <p><b>I can</b> suggest reasonable explanations for events in the past</p> <p><b>I know</b> how a historical period impacted on where we live now and the world as a whole</p>	<p><b>I can</b> compare an aspect of life with the same aspect in another period</p>	<p><b>I can</b> write another explanations of a past event in terms of cause and effect and use evidence to justify my ideas</p> <p><b>I know</b> key dates, characters and events of the time period I am studying</p>
<b>Interpretations of history</b>	<p><b>I can</b> understand the difference between fact and fiction using stories</p> <p><b>I can</b> decide how reliable a person's memories can be when talking about the past</p>	<p><b>I can</b> compare two versions of a past event</p> <p><b>I can</b> compare pictures or photographs of people or events in the past</p> <p><b>I can</b> discuss the reliability of photos/accounts and stories</p>	<p><b>I can</b> look at a range of representations of the period studied, eg. museum, cartoons, pictures</p> <p><b>I can</b> identify and give reasons different ways in which the past is represented</p> <p><b>I can</b> compare different versions of the same event/story and distinguish between the sources</p>	<p><b>I can</b> look a range of available evidence</p> <p><b>I can</b> begin to evaluate the usefulness of different sources</p> <p><b>I understand</b> how historic items and artefacts have been used to build up a picture of the past</p>	<p><b>I can</b> compare accounts of events from different sources and evaluate how reliable they are</p> <p><b>I can</b> offer reasons for different versions of the same event</p>	<p><b>I can</b> connect sources to identify how conclusions about the past were reached</p> <p><b>I can</b> consider how to check the accuracy of interpretations – fact, fiction or opinion</p> <p><b>I understand</b> that different evidence can lead to different conclusions</p> <p><b>I can</b> confidently use a range of research methods</p>
<b>Historical enquiry</b>	<p><b>I can</b> ask and answer questions about old and new objects</p> <p><b>I can</b> answer simple questions about the past using different</p>	<p>I can use a source, like an object, to answer questions about the past using simple observations</p>	<p><b>I can</b> use a range of sources to find out about the past</p> <p><b>I can</b> make observations</p>	<p><b>I can</b> use evidence to build up a picture of a past event</p> <p><b>I can</b> represent one aspect of a historical</p>	<p><b>I can</b> begin to identify primary and secondary sources</p> <p><b>I can</b> use a range of evidence to build a picture of a past event</p>	<p><b>I can</b> recognise primary and secondary sources</p> <p><b>I can</b> use a range of sources to find out about an aspect of the past</p>

	sources eg. artefacts, photographs, pictures	eg. what might it have been used for? <b>I can</b> use books and the internet to find out about the past <b>I can</b> ask an older person questions to find out about the past	about small details from artefacts, pictures, photographs <b>I can</b> select and record important information for the historical period I am studying <b>I begin</b> to use the library and internet for my research	period by choosing relevant material <b>I can</b> ask a variety of questions to find out about a historical period <b>I can</b> use the library and the internet to research	<b>I can</b> select relevant information to answer my questions <b>I can</b> confidently use the library and internet for research	<b>I can</b> suggest omissions and the means of finding them out <b>I can</b> produce a fluent account by bringing together information from a range of sources
<b>Organisation</b>	<b>I can</b> show my knowledge using a range of ways... Discussion Drawing pictures Drama/role play Making models Writing Using ICT	<b>I can</b> show my knowledge using a range of ways... Discussion Drawing pictures Drama/role play Making models Writing Using ICT	<b>I can</b> show my knowledge using a range of ways... Discussion Drawing pictures Drama/role play Making models Writing Using ICT	<b>I can</b> communicate my knowledge and understanding using a range of ways which now includes... Recalling, selecting and organising historical information clearly	<b>I can</b> communicate my knowledge and understanding using a range of ways, which now includes... Recalling, selecting and organising historical information clearly	<b>I can</b> communicate my knowledge and understanding in a variety of ways which now includes... Selecting and organising information to produce structured work, making appropriate use of dates and terms
<b>Communication</b>	<b>I can</b> use vocabulary to explain my understanding... year, history, remember, modern, timeline, memories	<b>I can</b> use vocabulary to explain my understanding... artefact, important, period, research, monarch, historian	<b>I can</b> use vocabulary to explain my understanding... chronological, millennium, evidence, similarities, migration, compare	<b>I can</b> use vocabulary to explain my understanding... civilisation, empire, settlers, invasion, archaeology, achievement	<b>I can</b> use vocabulary to explain my understanding... significance, consequence, continuity, government, resistance, conquest	<b>I can</b> use vocabulary to explain my understanding... culture, democracy, economics, interpretation, bias, legacy