



**St Bartholomew's C of E Primary School**  
**Progression of Skills for History**  
 Follow Jesus in all we do

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As the curriculum for History encompasses a range of disciplines, the skills progression for each is detailed separately below. The EYFS curriculum does not separate the discipline as exclusive teaching areas so the skills progression encompasses all the disciplines through the Early Learning Goals, the New EYFS Framework 2021 and DfE Guidance from the Development Matters 2021 Documents.

**EYFS**

**Early Learning Goals:**

The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Class teachers and subject leaders will use the guidance from the Department for Education 's Development Matters Document 2021 to determine progression and children's corresponding attainment. (Pages 114 onwards)

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b><u>Nursery</u></b></p> <p><u>Past and Present &amp; People, Culture and Communities</u></p> <p>Children continue developing positive attitudes about the differences between people.</p> <p>Children begin to make sense of their own life story and family's history</p>	<p><b><u>Nursery</u></b></p> <p><u>Past and Present &amp; People, Culture and Communities</u></p> <p>Children show interest in different occupations.</p>	<p><b><u>Nursery</u></b></p> <p><u>Past and Present &amp; People, Culture and Communities</u></p> <p>Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>



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<p><b><u>Reception</u></b></p> <p><u>People, Culture and Communities</u>          Children learn to talk about the lives of the people around them (immediate family) and their roles in society.</p> <p><u>Past and Present</u>          Children talk about themselves and their families.</p>	<p><b><u>Reception</u></b></p> <p><u>Past and Present</u>          Children compare and contrast characters from stories, including figures from the past.</p>	<p><b><u>Reception</u></b></p> <p><u>People, Culture and Communities</u>          Children understand that some places are special to members of their community.</p> <p><u>Past and Present</u>          Children discuss similarities and differences of familiar situations from the past.</p>
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	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Constructing the Past</b>	Identify relevant features of particular historical themes, events and people from family, local, national and global history.	Explain a range of features covering family, local, national and global history and draw a range of conclusions. Recognise that own lives are similar/different from the lives of people in the past. Identify some of the basic ways the past can be represented.	Identify details from several themes, societies, events and significant people covered in local, national and global history. Explore main events, situation, changes and links within and across different periods.	Describe the main context of particular themes, societies, people and events including some explanation.	Understand some features associated with themes, societies, people and events. Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.	Show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics.



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<p><b>Sequencing the Past</b></p>	<p>Depict on a timeline the sequence of a few objects and/or pieces of information. Use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p>	<p>Place a few events or objects in order using common phrases to show the passing of time, more complex time terms, and words and phrases relating to the passage of time. Give a valid explanation for their sequence of objects and events on timelines or narratives they have devised.</p>	<p>Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. Identify where people and events fit into a chronological framework.</p>	<p>Accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.</p>	<p>Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</p>	<p>Independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p>
<p><b>Change and Development</b></p>	<p>Identify a few similarities, differences and changes occurring within a particular topic.</p>	<p>Describe independently and accurately similarities, differences and changes both within and across time periods and topics.</p>	<p>Describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.</p>	<p>Explain why certain changes and developments were of particular significance within topics and across time periods.</p>	<p>Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics. Establish clear chronological narratives across periods and within themes.</p>	<p>Compare independently how typical similarities, differences and changes were, ie. were developments exceptional or commonplace at a given time.</p>



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<p><b>Cause and Effect</b></p>	<p>Identify at least one relevant cause for, and effect of, several events covered.</p>	<p>Comment on a few valid causes and effects relating to many of the events covered. Recognise some of the reasons why people in the past acted as they did.</p>	<p>Recognise why some events happened and what happened as a result. Describe some relevant causes for, and effects on, some of the key events and developments covered.</p>	<p>Explain with confidence the significance of particular causes and effects for many of the key events and developments.</p>	<p>Place several valid causes and effects in an order of importance relating to events and developments. Describe the result of historical events, situation and changes.</p>	<p>Comment independently on the different types of causes and effects for most of the events covered, including longer - and shorter term aspects</p>
<p><b>Significance and Interpretations</b></p>	<p>Consider one reason why an event or person might be significant.</p>	<p>Provide some valid reasons for selecting an event, development or person as significant. Explain the lives of significant individuals in the past who have contributed to national and international achievements, and significant historical people in the pupils' own locality.</p>	<p>Select what is most significant in a historical account. Provide a reason why two accounts of the same event might differ. Understand a theme in British History that extends knowledge beyond 1066. Identify historically significant people and events in different situations.</p>	<p>Explain independently why a historical topic, event or person was distinctive or significant. Explain historical situations, events, developments and individuals from more than one viewpoint.</p>	<p>Describe the significant issues in many of the topics covered. Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics.</p>	<p>Compare the significance of events, development and people across topics and time periods. Understand and explain the nature and reasons for different interpretations in a range of topics.</p>



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<p><b>Planning and carrying out a historical enquiry</b></p>	<p>Ask and answer a few valid historical questions</p>	<p>Pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. Use historical concepts (such as now/then and same/different) when making simple connections and noting contrasts.</p>	<p>Ask valid questions for enquiries and answer using a number of sources. Undertake a local history study. Discuss some of the connections between local, regional, national and international history.</p>	<p>Independently devise significant historical enquiries to produce substantiated and focused responses.</p>	<p>Reach a valid conclusion based on devising and answering questions relating to a historical enquiry. Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance. Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p>	<p>Plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.</p>
<p><b>Using sources as evidence</b></p>	<p>Extract information from several different types of source including written, visual and oral sources and artefacts.</p>	<p>Make simple observations about different people, events, beliefs and communities. Use sources to ask and answer simple</p>	<p>Understand how sources can be used to answer a range of historical questions. Recognise that our knowledge of the past is constructed</p>	<p>Comment on the usefulness and reliability of a range of sources for particular enquiries.</p>	<p>Recognise how our knowledge of the past is constructed from a range of different sources. Accept and reject sources based on valid criteria when</p>	<p>Independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy,</p>



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		questions about the past. Critically evaluate the usefulness of sources and parts of sources to answer historical questions.	from primary and secondary sources. Recognise how sources of evidence are used to make historical claims.		carrying out particular enquiries. Give some reasons for contrasting arguments and interpretations of the past. Evaluate sources and make inferences.	reliability and how the source was compiled.
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