



History Skills Progression



| Year group | Topics/Periods of History | Chronological understanding | Knowledge and understanding of events, causation and change | Historical interpretation | History enquiry | Organisation and communication | Support for SEND |
|------------|---|--|--|---|---|---|--|
| Nursery | | <p>Use egg timers to show passing of time.</p> <p>Start to make sense of their own life and memories they have</p> <ul style="list-style-type: none"> Sequence family members by size and name (baby, child, adult) | <p>Talk to each other and staff about what they know</p> <ul style="list-style-type: none"> Sort images by past and present Comment on characters in stories Can talk about their pets | <p>Discuss their opinions on past events, eg holidays, forest school</p> <p>Can remember past experiences</p> <p>Can share likes and dislikes about familiar situations in the past, characters/historical figures</p> | <p>Ask questions about what they see and what they hear</p> <ul style="list-style-type: none"> Show an interest in different occupations Can talk about a wide range of occupations | <p>Talk about things they have done.</p> <ul style="list-style-type: none"> Can briefly talk about some members of their family, especially who they live with Comment on historical figures in non-fiction texts | <p>Pictures with labels</p> <p>Physical resources</p> <p>Widget</p> <p>Colour overlays</p> <p>Blue background on IWB</p> <p>Magnifier</p> <p>Enlarged text</p> <p>Talking tins</p> <p>Mixed ability pairings</p> <p>Audio playback</p> <p>Recording screen to revisit instructions</p> <p>Writing scaffolds</p> <p>Writing frames</p> <p>Sentence starters</p> |
| Reception | <p>Changes within living memory, for themselves and their family around them.</p> | <p>Begin to introduce chronology through visual timetables.</p> <p>Learning journey working wall.</p> <ul style="list-style-type: none"> Sequence family members, explaining who they are (e.g. baby, toddler, child, teenager, adult, elderly) Sequence family members, explaining who they are and the | <p>Explain their own knowledge and understanding. Show and tell sessions.</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories, sharing similarities and differences Compare and contrast | <p>Talk about events they have done in the year. Why did they like that event or why did not they.</p> <ul style="list-style-type: none"> Can talk about past and upcoming events that are happening with their immediate family | <p>Ask and answer appropriate questions of each other. Show and tell sessions.</p> <p>‘When did you go on that trip?’ for example.</p> <p>Share some similarities between characters, historical figures and objects</p> <ul style="list-style-type: none"> Can discuss similarities and differences | <p>Talk about people and things that are not present. Retell a past event in the correct order.</p> <ul style="list-style-type: none"> Can talk about members of their immediate family in detail, including their occupations Can talk about members of their community, | |



History Skills Progression



| | | | | | | | |
|--------|---|---|---|--|--|--|--|
| | | key differences between what they can/can't do | historical figures and objects from non-fiction texts, sharing similarities and differences | | <ul style="list-style-type: none"> between people in their family Can identify similarities and differences between jobs | including those who to call in an emergency | |
| Year 1 | Past beyond living memory. Toys Castles | <p>Simple Sequencing e.g. pictures illustrating a story about the past</p> <p>Sequence events or objects in chronological order</p> <ul style="list-style-type: none"> Sort artefacts then and now | <p>Listen to information from simple stories about the past. Give reasons for their own actions. Describe how things have changed and continuity within the recent past (living memory – toys/shops/houses)</p> <ul style="list-style-type: none"> Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. | <p>See the past through a limited range of ways e.g stories.</p> <p>Use sources to find out about the past</p> | <p>Talk about the source (story)</p> <p>Ask and answer questions about the past</p> | <p>Respond to activities through talk and play.</p> <p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago,</p> | |
| Year 2 | Historical events and significant individuals. Great Fire of London Sir Walter Tull | <p>Using terms such as old and new in their explanations.</p> <p>recently, when my ... were younger, years, decades, centuries.</p> | <p>Share knowledge of change in their own life. Give a reason for an event or action. Acquire knowledge of the past from stories</p> | <p>View the past in a slightly broader range of ways. Artefacts, written accounts.</p> | <p>Answer questions set by the teacher.</p> | <p>Show awareness and understanding orally.</p> | |



History Skills Progression



| | | | | | | | |
|--------|--|---|---|--|---|---|--|
| | | | and eyewitness accounts. | | | | |
| Year 3 | Stone age to Iron age Roman Britain | Sequencing a number of events or objects on a simple timeline. Production of simple timelines. | Demonstrate knowledge of examples of change over time. Recognise differences between ways of life in the past. | See how gaps in evidence can influence interpretations. e.g prehistory with no written or recorded information. | Use sources of information to make statements or judgements. Draw together information from an increasing range of sources. | Show awareness and understanding visually and in writing. Use a wider range of vocabulary when showing awareness orally. | |
| Year 4 | Anglo Saxon Settlement Saxon and Viking Conflict Egyptians (early civilisations) Local history in depth study | Use a broader range of terms; before, after, long ago, months, years, decades, centuries | Describe links between different features in past situations. Provide more general and impersonal reasons for events. Produces extended written descriptions of change across time. | Work on a wider variety of interpretations such as history books, museum displays and historical novels. | Begin to ask and answer their own questions on sources. Draw together information from sources about the complexity of life in the past. | Produce structured narratives and descriptions. | |
| Year 5 | The Maya (early civilisations) The Greeks | Placing pictures artefacts and other sources in | Understand that people in past societies had a range of views. | Give reasons for differences between interpretations. | Identify why sources are useful for particular tasks. | Identify sources that are useful for specific enquiries. | |



History Skills Progression



| | | | | | | | |
|--------|---|---|--|---|--|--|--|
| | | the correct chronological order through the application of knowledge. | Explain the way events or actions have several linked causes and outcomes. Understand that there is both continuity and change in developments. | | | | |
| Year 6 | WWII (local history study) Crime and punishment – how has it changed over time | Activities that require the correct use of historical terms relating to the passing of time; ancient, medieval, modern, BC, AC, century and decade. | Describe the actions of people in distant and unfamiliar historical settings. Describe cause and consequence in relation to abstract terms such as short and long term. Describe change through the use of general, abstract terms such as gradual or rapid important or | Comment on the accuracy of interpretations by using knowledge and understanding of the topic. | Relate the details of sources their background knowledge of a topic. | Use a broad range of historical terms and dates accurately in relation to the periods studied. | |



History Skills Progression



| | | | | | | | |
|--|--|--|---------------------|--|--|--|--|
| | | | unimportant etc. | | | | |
|--|--|--|---------------------|--|--|--|--|