**History skills progression**

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| **History EYFS**  |
| * Use simple words to talk about the passing of time.
* Remember and talk about significant events in their own lives.
* Recognise and describe special times or events for family or friends.
* Identify simple similarities and differences.
* Use simple words to talk about the passing of time.
* Talk about past and present events in their own lives and in the lives of family members.
* Identify and talk about simple similarities and differences.
* Sequence pictures to show time order.
* Listen to and recall simple Historical stories.
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**Year 1**

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| Skill |  |
| Chronological understanding | * Sequence events in their life.
* Develop a simple awareness of the past.
* Sequence 3 or 4 artefacts from distinctly different periods of time.
* Match objects to people of different ages.
* Place events on a simple timeline
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| Range and depths of Historical knowledge | * Recognise the difference between past and present in their own life and the lives of others.
* Know and recount episodes from stories about the past, knowing and understanding key events.
* Talk about simple similarities and differences between life at different times.
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| Interpretation of History | * Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
* Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.
* Compare adults talking about their past – How reliable are their memories?
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| Historical enquiry | * Find answers to simple questions about the past from sources of information e.g. artefacts.
* Ask and answer simple Historical questions.
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| Organisation and communication | * Communicate their knowledge through discussion, drawing, drama and roe play, making models, writing and using ICT.
* Use simple terms to talk about the passing of time.
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**Year 2**

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| Skill |  |
| Chronological understanding | * Sequence artefact closer together in time. Check accuracy using books/ICT.
* Sequence photographs from different periods of their life.
* Place events on a simple timeline, adding times previously studied.
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| Range and depths of Historical knowledge | * Recognise why people did things, why events happened and what happened as a result.
* Know and recount episodes from stories about the past, knowing and understanding key events.
* Talk about similarities and differences between ways of life in different periods.
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| Interpretation of History | * Compare 2 versions of a past event.
* Compare pictures or photographs of people or events in the past.
* Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.
* Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
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| Historical enquiry | * Handle sources and evidence to ask and answer questions about the past on the basis of simple observation
* Ask and answer appropriate Historical questions, using their growing Historical knowledge.
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| Organisation and communication | * Communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT.
* Use simple terms to talk about the passing of time.
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**Year 3**

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| Skill |  |
| Chronological understanding | * Place the time studied on a timeline, compare where this fits in to topics previously studied.
* Use dates and terms related to the study unit and passing of time.
* Sequence several events or artefacts.
* Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
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| Range and depths of Historical knowledge | * Find out about everyday lives of people in time studied.
* Compare with our life today.
* Identify reasons for and results of people’s actions.
* Understand why people may have wanted to do something.
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| Interpretation of History | * Identify and give reasons for the different ways in which the past is represented.
* Distinguish between different sources – compare different versions of the same story.
* Note connections in Historical periods studied.
* Note connections and cause and effect in Historical periods studied.
* Look at representations of the period e.g. Museum, cartoons etc.
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| Historical enquiry | * Use a range of sources to find out about a period.
* Observe small details – artefacts, pictures.
* Select and record information relevant to the study.
* Use the library and the Internet for own personal research.
* Ask and answer simple questions
 |
| Organisation and communication | * Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.
* Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.
* Use Historically accurate terms to talk about the passing of time.
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**Year 4**

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| Skill |  |
| Chronological understanding | * Place the time studied on a timeline, compare where this fits in to topics previously studied.
* Use terms related to the period and begin to date events.
* Understand more complex Historical terms e.g. BC/AD/CENTURY
* Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
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| Range and depths of Historical knowledge | * Use evidence to reconstruct life in the time studied.
* Identify key features and events of time studied.
* Look for links and effects in the time studied.
* Offer a reasonable explanation for some events.
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| Interpretation of History | * Look at and evaluate the evidence available.
* Begin to evaluate the usefulness of different sources.
* Note connections in Historical periods studied.
* Use text books and own growing Historical knowledge to gain a better perspective.
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| Historical enquiry | * Use evidence to build up a picture of a past event.
* Choose relevant material to present a picture of one aspect of life in time past.
* Ask and answer a variety of questions.
* Use the library and the internet for own personal research.
* Answer and begin to devise own Historically valid questions.
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| Organisation and communication | * Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.
* Construct own responses beginning to select and organise relevant Historical information.
* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
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**Year 5**

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| Skill |  |
| Chronological understanding | * Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.
* Gain greater Historical perspective by placing their growing knowledge into different contexts.
* Use and relevant terms and period labels - Empire, civiliasation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.
* Make comparisons between different times in the past.
* Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
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| Range and depths of Historical knowledge | * Study different aspects of different people – differences between men and women.
* Examine causes and results of great events and the impact on people.
* Compare life in ‘early’ and ‘late’ times studies.
* Compare an aspect of life with the same aspect in another period.
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| Interpretation of History | * Compare different accounts of events from different sources – fact or fiction.
* Offer some reasons for different versions of events.
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| Historical enquiry | * Begin to identify primary and secondary sources.
* Use evidence to build up a picture of a past event.
* Select relevant sections of information.
* Use the library and internet for research with increasing confidence.
* Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.
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| Organisation and communication | * Recall, select and organise historical information.
* Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.
* Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.
* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
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**Year 6**

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| Skill |  |
| Chronological understanding | * Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.
* Use relevant dates and terms - Empire, civiliasation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.
* Sequence previously studied topic on a timeline to gain greater Historical perspective.
* Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
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| Range and depths of Historical knowledge | * Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
* Compare beliefs and behaviour with another time studied.
* Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
* Know key dates, characters and events of time studied.
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| Interpretation of History | * Link sources and work out how conclusions were arrived at.
* Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
* Be aware that different evidence will lead to different conclusions.
* Confidently use the library and internet for research.
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| Historical enquiry | * Recognise primary and secondary sources.
* Use a range of sources to find out about an aspect of time past.
* Suggest omissions and the means of finding out.
* Bring knowledge gathered from several sources together in a fluent account.
* Answer and devise own Historically valid questions about change, cause, similarity and difference and significance
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| Organisation and communication | * Recall, select and organise information.
* Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.
* Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.
* Select and organise information to produce structured work, making appropriate use of dates and terms.
* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
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