**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. |

**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 |
| 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. |
| 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? |
| Historical enquiry | * Find answers to simple questions about the past from sources of information e.g. artefacts. * Ask and answer simple Historical questions. |
| 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. |

**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. |
| 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. |
| 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. |
| 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. |
| 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. |

**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. |
| 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. |
| 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. |
| 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. |

**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. |
| 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. |
| 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. |
| 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. |
| 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 |

**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. |
| 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. |
| Interpretation of History | * Compare different accounts of events from different sources – fact or fiction. * Offer some reasons for different versions of events. |
| 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. |
| 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 |

**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. |
| 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. |
| 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. |
| 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 |
| 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 |