

## History Progression of Skills

Skill focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>- Talk about past and present events in their own lives and in the lives of family members</li> <li>- Understand different eras of time (e.g. that of the dinosaurs)</li> </ul>	<ul style="list-style-type: none"> <li>- Recount past changes from their own lives in chronological order</li> <li>- Understand the difference between things that happened in the past and the present</li> <li>- Describe things that happen to themselves and other people in the past.</li> <li>- Order a set of events or objects</li> <li>- Use a timeline to place important events/object.</li> <li>- Sort events/objects into groups</li> </ul>	<ul style="list-style-type: none"> <li>- Place historical figures, events and artefacts in order on a given timeline, using dates where appropriate</li> <li>- Understand and use the words past and present when telling others about an event</li> <li>- Recount changes in my own life over time</li> <li>- Understand how to put people, event and object in order of when they have happened, using a scale the teacher has given me</li> <li>- Use a timeline to place/order important events, object or people</li> </ul>	<ul style="list-style-type: none"> <li>- Use dates to place events, artefacts and historical figures on a timeline</li> <li>- Understand that the timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>- Use a timeline to place historical events in chronological order</li> <li>- Describe dates of and order significant events from the period studied</li> </ul>	<ul style="list-style-type: none"> <li>- Use dates and historical terminology to describe events</li> <li>- Understand that the timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>- Order significant events and dates on a timeline</li> <li>- Describe the main changes in a period in history</li> </ul>	<ul style="list-style-type: none"> <li>- Identify significant changes within and across historical periods studied</li> <li>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>- Order significant events, movements and dates on a timeline</li> <li>- Describe the main changes in a period in history</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes)</li> <li>- Order significant events, movements and dates on a timeline</li> <li>- Identify and compare changes within and across different periods</li> <li>- Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>- Comment and ask questions about aspects of their familiar world</li> </ul>	<ul style="list-style-type: none"> <li>- Look at books, videos, photographs, picture and artefact to find out about the past</li> <li>- Explore event, look at pictures and ask questions i.e. which things are old and which are new? What were people doing?</li> <li>- Look at objects from the past and ask questions i.e. what were they used for and try to answer</li> </ul>	<ul style="list-style-type: none"> <li>- Look at and use books, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museum, galleries, historical sites and the internet to find out about the past</li> <li>- Ask questions about the past</li> <li>- Use a wide range of information to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive material) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past</li> <li>- Ask questions and find answers about the past</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive material) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past</li> <li>- Ask questions and find answers about the past</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past</li> <li>- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>- Investigate own lines of enquiry by posing questions to answer</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past</li> <li>- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions</li> <li>- Investigate own lines of enquiry by posing questions to answer</li> </ul>

<p><b>Historical Interpreting</b></p>	<ul style="list-style-type: none"> <li>- Look closely at similarities, differences, patterns and change</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use sources to identify some details and answer simple questions</li> <li>- Identify different way in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>- Use artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>- Identify different ways in which the past is represented</li> <li>- Describe objects, people or events in history</li> </ul>	<ul style="list-style-type: none"> <li>- Refer to more than one source of evidence for more accurate understanding of events</li> <li>- Explore the idea that there are different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>- Give reasons why separate versions of the same event may differ in the accounts</li> <li>- Explore main events and changes in history, giving causes and consequences</li> <li>- Look at different versions of the same event in history and identify differences</li> <li>- Know that people in the past represent events or ideas in a way that persuades other</li> </ul>	<ul style="list-style-type: none"> <li>-Select reliable sources of evidence to answer questions about the past</li> <li>- Begin to understand the concept of propaganda - know that people (now and in the past) may represent events in ways that persuade others</li> <li>- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</li> <li>- Give reasons why there may be different accounts of history.</li> <li>- Evaluate evidence to choose the most reliable forms</li> </ul>	<ul style="list-style-type: none"> <li>-Select suitable sources of evidence, giving reasons for the choice</li> <li>- Explore all available evidence to form their own opinion on a historical event</li> <li>- Understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</li> <li>- Evaluate evidence to choose the most reliable forms</li> <li>- Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past</li> </ul>
<p><b>Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>- Understand and discuss how things have changed over time (e.g. transport)</li> </ul>	<ul style="list-style-type: none"> <li>- Identify key events and people</li> <li>- Recall some fact about people/events before living memory</li> <li>-Say why people may have acted the way they did</li> <li>-Tell stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>- Give reasons why people from the past acted in the ways they did</li> <li>- Use information gained from research to describe differences between then and now</li> <li>- Use information to describe the past</li> <li>- Describe the difference between then and now</li> <li>- Look at evidence to give and explain reasons why people in the past may have acted in the way they did</li> <li>- Recount the main events from a significant event in history</li> <li>- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using computing skills</li> </ul>	<ul style="list-style-type: none"> <li>- Describe similarities and differences between people, events and objects over time</li> <li>- Use evidence to describe the culture and leisure activities from the past</li> <li>- Use evidence to describe the clothes, way of life and actions of people in the past</li> <li>- Use evidence to describe buildings and their uses by people from past</li> <li>- Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama/role play, storytelling and computing skills</li> </ul>	<ul style="list-style-type: none"> <li>- Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes</li> <li>- Describe how some past events and actions of people affect life today</li> <li>- Use evidence to describe what was important to people from the past</li> <li>- Use evidence to show how the lives of rich and poor people from the past differed</li> <li>- Describe similarities and differences between people, events and artefacts studies</li> <li>- Describe how some of the things I have studied from the past affect/influence life today</li> <li>- Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama/role play, storytelling and computing skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Describes causes and consequences of the main events, situations and changes in the period studied</li> <li>- Choose reliable sources of information to find out about the past</li> <li>- Give own reasons why changes may have occurred, backed up by evidence</li> <li>- Describe similarities and differences between some people, events and artefacts studied</li> <li>- Describe how historical events studied affect /influence life today</li> <li>- Make links between some of the features of past societies (e.g. religion, houses, society, technology)</li> </ul>	<ul style="list-style-type: none"> <li>- Explain and evaluate causes and consequences of the main events, situations and changes in the period studied</li> <li>- Choose reliable sources of information to find out about the past</li> <li>- Give reasons why changes may have occurred, backed up by evidence</li> <li>- Describe similarities and differences between some people, events and artefacts studied</li> <li>- Describe how some of the things studied from the past affect/influence life today</li> <li>- Make links between some of the features of past societies (e.g. religion, houses, society, technology)</li> </ul>