

History Progression in Skills

	EYFS	Key Stage One		Lower key Stage Two		Upper Key Stage Two	
Aims	ELG Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	☑ Gain a coherent knowledge and understanding of the chronology of Britain’s past and that of the wider world and inspire pupils’ curiosity to know more about the past. As our pupils progress they will become equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Children confidently use historical vocabulary to talk about the passage of time and understand terms used such as ‘peasantry’ ‘democracy’ etc.					
Thread							
Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning Behaviour							
Chronology Collaborative – developing vocabulary	Orders 2 or 3 images/photos into a plausible chronological order Uses language associated with time: yesterday, old, past, then, before, next, soon	Sequences some events or 3 related objects/pics in order Confidently uses words such as: old, new, young, days, months, year	Sequences 3-5 photographs, people, events or artefacts (objects) in order using a given scale. Confidently uses words such as: recently, before, after, now, later	Uses timelines to place events in order Begins to have understanding of BC and AD Uses words such as: century, decade	Uses words such as: century, decade, BC, AD, after, before, during Uses terminology related to time period studied Places events from period	Uses timelines to place and sequence: historical periods; local, national and international events Describes events using words such as: century, decade, BC, AD, after, before, during, as well as labels given to eras	Uses timelines to demonstrate changes and developments in culture, technology, religion and society Uses key periods as reference points: ie Stone Age, Romans, Tudors etc Names date of any significant event

		Remembers parts of stories and memories about the past	Uses simple time lines as a way of sequencing three events	Know about earliest settlers in our country	studied on a timeline Names and places dates of significant events from past on a timeline Knowledge of invaders and settlers in sequence	such as Stone Age, Vikings etc	studied from past and place it correctly on a timeline Has a coherent narrative of periods studied.
Knowledge of significant events in history Courageous	Recalls some of the special ways he/she has celebrated/marked events at home or within family life Identifies artefacts associated with the events that he/she has enjoyed celebrating	Uses a range of sources (pictures, artefacts, simple texts) to find out events of the past Recount key points from a historical event studied	Uses information, pictures and artefacts to understand key events from the past Recounts some details about the lives of some important people in history	Uses different evidence sources to investigate an event Can piece together sources to develop some key facts of events	Can recount an event in chronological order by drawing information from different sources.	Can recount an event in chronological order by drawing information from different sources and deduce impact of the event on society.	Chooses reliable sources of factual evidence to recount an event the affects the events had then and now.
Continuity and change Resilient Adaptable Respect (value difference)	Can identify changes in own life, from being a baby up to current age. Describes and draws changes over time	Can say what is the same and what is different when looking at artefacts	Can identify ways our lifestyle is different to the past	Can see how life changed from one era to another.	Identify similarities and changes between different periods	Can identify reasons for change between periods and the impact. Can state similarities between different periods.	Compares the impact of ancient civilisations upon modern society

Historical interpretation Resilient to overcome challenges	Describes and draws changes over time Knows that information can be retrieved from books and computers	Begins to identify different ways to represent the past (e.g. photos/pics, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to draw simple conclusions Understands and explains (in simple terms) why some people in the past did things	Identifies differences in representations of time periods and gives reasons for this Begins to use evidence (text books, websites, videos, cartoons, eye witness accounts) to support their interpretations	Distinguishes between various sources of information Begins to evaluate the usefulness of different sources	Looks at multiple different versions of the same event and identifies differences in the accounts Gives clear reasons why there may be different accounts of history, backed up with evidence from 1 or 2 sources Begins to explain how people's representation of events or ideas in the past affected viewpoints/opinions	Links information sources based on similarities Considers ways of checking the accuracy of interpretations – fact or fiction/opinion Begins to show awareness of the effect different evidence has on the formation of conclusions Suggests accurate and plausible reasons for why aspects of the past have been represented and interpreted in different ways
Historical enquiry Inquisitive	Answer how and why questions about their own experiences and in response to stories and events	Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Asks simple questions about information sources (e.g.	Looks carefully at pictures or objects to find information about the past Asks and answers more complex questions such as: 'what was it like for a?', 'what happened	Beginning to select and record relevant information Asks questions such as 'how did people? What did people do for	Beginning to understand the difference between primary and secondary sources of evidence Asks a variety of questions to	Understands the difference between primary and secondary sources of evidence; begins to identify them independently Confidently uses a range of sources and techniques to answer	Confidently recognises and uses primary and secondary sources of information Evaluates the usefulness and accurateness of different sources of evidence

		pictures, videos, visits)	when...?', 'how long ago did happen?' Beginning to find answers to questions independently	?', 'Why did people...' Suggests sources of evidence to use to help answer questions	deepen their understanding Suggests sources of evidence to help answer questions and discusses their effectiveness	questions and form conclusions; selects relevant sections of information Asks a range of probing questions about the past (, 'how would things be different if...?')	Forms own opinions about historical events from a range of sources and discusses them with others Confidently challenges the opinions of others and offers evidence to support their own ideas
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