

History Progression of Skills

Skills Covered	Key Stage 1						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Use pictures to compare changes of local places. Use a timeline to sequence events of their day/life Communicate simple chronology related to themselves. 	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefact 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Begin to understand that some key historical events are marked e.g. Remembrance. 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> 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' studied Compare an aspect of lie with the same aspect in another period 	<ul style="list-style-type: none"> Find out about 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
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Ask and answer simple questions relating to the past. Develop understanding of where to go for information e.g. people, books, internet. 	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> 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 a variety of questions <p>Use the library and internet for research</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through Discussion Drawing pictures Questioning (how and why) about the past and present. 	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT Describe the actions of people in the past 	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT Understand why people in the past acted like they did. 	<ul style="list-style-type: none"> Recall, select and organise historical information Use dates and other historical vocabulary Describe some of the main events, people and periods studied. Place people and periods studied into different periods of time. Suggest causes and consequences of the main events and changes in times studied. 	<ul style="list-style-type: none"> Recall, select and organise historical information Produce structured work making use of appropriate dates and terms Describe some of the main events, people and periods studied Describe characteristics features of past societies and periods Identify some causes and consequences of main events and changes. Identify and describe the different ways in which the past has been interpreted. 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Identify and describe different ways in which the past has been interpreted. 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Suggest some reasons for different interpretations of the past. Describe why some events, people and changes may be judged as more historically significant than others. Suggest reasons for continuity and change in history.
Vocabulary	<ul style="list-style-type: none"> Past Present Future Parent Grandparent Mother Father Grandad Grandmother 	<ul style="list-style-type: none"> Yesterday Last week Before I was born A long time ago Past/Present/Future Artefact Photograph Living memory 	<ul style="list-style-type: none"> Decades Centuries When my parents were children Older generation Chronological order Era/period Research Evidence Parliament Memorial Diary 	<ul style="list-style-type: none"> Empire BC / AD Archeology Legacy First hand evidence Second hand evidence Museum Sources Army / soldiers Invention Invasion 	<ul style="list-style-type: none"> Millennium Civilisation Peasantry Thousands of years Ancient Divorce Pyramid First civilisations 	<ul style="list-style-type: none"> Child labour Consequences Primary evidence Secondary evidence Reliable Indisutrail revolution Mills / factories 	<ul style="list-style-type: none"> Legacy Continuity Could have been Might have been Blitz Recruit This suggests that Codex Excavate Motive Impression