

History Progression of Skills EYFS – Year 6

	EYFS	Year 1	Year 2
Chronology Understanding	<ul style="list-style-type: none"> - Use everyday language related to time - Order and sequence familiar events - Describe main story settings, events and principal characters. - Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> - Sequence some events in order of time (up to 100 years) - Recount changes in my own life over time and place significant events in chronological order. - Describe events that happened in the past. - Use words related to time such as old, new, past, now, before and after, a long time ago, in the future etc. 	<ul style="list-style-type: none"> - Puts 3 or more people, events or objects in order using a given scale beyond 100 years. - Place a range of objects and events in chronological order. - Place events on a timeline using a given scale. - Use common words and phrases relating to the passing of time – yesterday, tomorrow, in the future, in the past, present, ancient times. - Estimates the chronology of events/people given features.
Historical Knowledge	<ul style="list-style-type: none"> - Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> - Shows knowledge and understanding about the past in different ways (role, play, drawing, writing, talking). - Recall some facts about events that happened beyond living memory. 	<ul style="list-style-type: none"> - Uses information to describe the past. - Recounts main events from a significant time in history. - Recount the main events for a significant event in history. - Understands the actions of significant individuals of the past - Writes own date of birth. - Writes simple stories and recounts about the past. - Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.
Historical Connections	<ul style="list-style-type: none"> - Show interest in illustrations and print in books; listen to stories with increasing attention and recall. - Know that information can be retrieved from books and computers. - Begin to talk about people and things that are not present. 	<ul style="list-style-type: none"> - To start to recognise 'why things happened' and 'what happened as a result'. - Recognise some differences between the past and the present. - Identify some differences between ways of life and artefacts from different times. Know how artefacts were used. 	<ul style="list-style-type: none"> - Uses information to describe differences between then and now. - Recognise and talk about why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different times through role play, pictures, writing and discussion. - Ask and answer questions about the past e.g. what is it? What was it used for? How do we know? Who would have used this? - Discuss different possible answers to questions about the past.
Historical Enquiry	<ul style="list-style-type: none"> - Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. - Explain own knowledge and understanding, and asks appropriate questions. - Know that information can be retrieved from books and computers - Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> - Finds answers to simple questions about the past from sources of information. - Begin to identify details from the past from sources (e.g. pictures or stories). - Start to look at different sources to find out about the past – pictures, photographs, artefacts, visitors and visitors from the art gallery. 	<ul style="list-style-type: none"> - Uses evidence to explain reasons why people in the past acted as they did. - Use primary and secondary sources to identify different ways in which the past is represented e.g. video, pictures, internet, books etc. - Find out about the past from a range of sources including video, historical buildings, artefacts, writing e.g. letters, ICT based resources, visitors - Compare sources to determine fact or fiction. - Look at books and pictures (eye-witness accounts, photos, artefacts, buildings and fieldwork visits) to form own ideas about the past. - Looks carefully at pictures or objects to find information about the past Asks and answers questions such as "What was it like for...?" "How long ago did ___ happen?"
Historical Perspective & Communication	<ul style="list-style-type: none"> - Use talk to organise, sequence and clarify thinking, ideas, feelings, events. - Use language to recreate roles and experiences. 	<ul style="list-style-type: none"> - Remember memories about the past/retell stories. - Tell the difference between past and present in their own and other peoples' lives. - Sort events or objects into groups e.g. 'then' and 'now'. - Tell stories about the past. - Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> - Recount changes in own lifetime and compare to others from different in other eras. - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play, storytelling and using ICT. - Describes objects, people and events.

	Year 3	Year 4	Year 5	Year 6
Chronology Understanding	<ul style="list-style-type: none"> - Sequence several events and artefacts across the periods studied this year. - Start using timelines that go beyond their period studied. - Use dates and terms related to their periods studied and the passing of time. - Uses timelines to organise events and significant people so far. - Uses timelines to place events in order (intervals of 10/100). - Understands timeline can be divided into BC and AD. - Uses words and phrases: century, decade. - Shows changes on a timeline. 	<ul style="list-style-type: none"> - Uses timelines with intervals of 10/100/1000 years. - Begins to appreciate length of time for different periods. - Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. - Names and places dates of significant events from past on a timeline. - Uses words and phrases: century, decade, BC, AD, after, before, during. 	<ul style="list-style-type: none"> - Uses timelines to place and sequence local, national and international events (5 or more events) - Begins to design own timeline to sequence events learned. - Sequences historical periods. - Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period. 	<ul style="list-style-type: none"> - Creates own timelines to place events, periods and cultural movements from around the world. - Uses timelines to demonstrate periods of time and passing of time. - Names date of any significant event studied from past and place it correctly on a timeline. Identifies how any of above may have changed during a time period. - Shows identified changes on a timeline.
Historical Knowledge	<ul style="list-style-type: none"> - Understand the differences in the everyday lives of people studied. - Decides on own labels and diagrams to share information with others. - Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Uses dates and terms with increasing accuracy. 	<ul style="list-style-type: none"> - Shows knowledge and understanding by describing features of past societies and periods. - Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. - Uses dates and terms correctly. - Uses subject specific words such as monarch, settlement, invade. - Use evidence to reconstruct life in time studied. Look for links and effects in time studied and the effect on life today. 	<ul style="list-style-type: none"> - Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. - Gives some causes and consequences of the main events, situations and changes in the periods studied. - Gives clear reasons why there may be different accounts of history. - Uses dates and terms accurately. - Examine causes and results of great events and the impact on people. - Compare life in early and late times studied. 	<ul style="list-style-type: none"> - Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Victorians and Today. - Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. - Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. - Makes accurate use of specific dates and terms.
Historical Connections	<ul style="list-style-type: none"> - Identify reasons for and results of people's actions. - Understand why people may have had to do something. - Identify different ways in which the past is represented. - Describes similarities and differences between people, events and objects. - Looks at two versions of same event and identifies differences in the accounts. - Asks questions such as 'How did people? What did people do for?' 	<ul style="list-style-type: none"> - Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. - Gives reasons why there may be different accounts of history. - Asks questions such as 'What was it like for a during?' - Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others. - Make links between rich and poor. Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> - Identifies changes within and across historical periods. - Identifies changes and links within and across the time periods studied. - Look at different versions of the same event and identifies differences in the accounts. - Knows that people (now and in past) can represent events or ideas in ways that persuade others. - Realises that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> - Gives own reasons why changes may have occurred, backed up with evidence. - Describes similarities and differences between some people, events and objects studied. - Describes how some changes affect life today. - Makes links between some features of past societies. - Understands that the past has been represented in different ways. - Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.

<p>Historical Enquiry</p>	<ul style="list-style-type: none"> - Distinguish between different sources across time periods. - Use a range of primary and secondary sources to conduct own research to find out about the past. - Observe small details within an artefact and create their own enquiry questions. - Uses evidence to describe past: <ul style="list-style-type: none"> •Houses and settlements •Culture and leisure activities •Clothes, way of life and actions of people •Buildings and their uses •People's beliefs and attitudes •Things of importance to people •Differences between lives of rich and poor - Uses evidence to find out how any of these may have changed during a time period. - Suggests sources of evidence to use to help answer questions. 	<ul style="list-style-type: none"> - Understands the difference between primary and secondary sources of evidence. - Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Suggests sources of evidence from a selection provided to use to help answer questions. <p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p>	<ul style="list-style-type: none"> - Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. - Asks a range of questions about the past. - Chooses reliable sources of evidence to answer questions. - Use the library and internet for research with increasing confidence and realise that there is often not a single answer to historical questions. - Ask more complex questions about key concepts in history. 	<ul style="list-style-type: none"> - Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. - Identifies and uses different sources of information and artefacts. - Evaluates the usefulness and accurateness of different sources of evidence. - Selects the most appropriate source of evidence for particular tasks. - Forms own opinions about historical events from a range of sources.
<p>Historical Perspective & Communication</p>	<ul style="list-style-type: none"> - Compare with our life today. - Give reasons for why the past is interpreted in different ways. - Uses speaking and writing skills to present findings to others. - Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT. - Discusses different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> - Describes how some of the past events/people affect life today. - Discusses most appropriate way to present information, realising that it is for an audience. - Uses speaking and writing skills to present findings to others with increased independence. - Presents findings about the past using speaking, writing, ICT and drawing skills to inform audience. - Discuss most appropriate way to present information realising that it is for an audience: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT. 	<ul style="list-style-type: none"> - Show initiative when recording and communicating knowledge in different forms: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT. - Presents structured and organised findings about the past. - Chooses most appropriate way to present information to an audience 	<ul style="list-style-type: none"> - Plan and present a self-directed project or research about the studied period. Use a variety of ways to present information from KS2 as well as extended writing opportunities. - Presents information in an organised and clearly structured way. - Makes use of different ways of presenting information. - Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).