



## History Progression of Skills EYFS – Year 6

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

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<ul style="list-style-type: none"> <li>- Distinguish between different sources across time periods.</li> <li>- Use a range of primary and secondary sources to conduct own research to find out about the past.</li> <li>- Observe small details within an artefact and create their own enquiry questions.</li> <li>- Uses evidence to describe past: <ul style="list-style-type: none"> <li>•Houses and settlements</li> <li>•Culture and leisure activities</li> <li>•Clothes, way of life and actions of people</li> <li>•Buildings and their uses</li> <li>•People's beliefs and attitudes</li> <li>•Things of importance to people</li> <li>•Differences between lives of rich and poor</li> </ul> </li> <li>- Uses evidence to find out how any of these may have changed during a time period.</li> <li>- Suggests sources of evidence to use to help answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the difference between primary and secondary sources of evidence.</li> <li>- Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>- Suggests sources of evidence from a selection provided to use to help answer questions.</li> </ul> <p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p>	<ul style="list-style-type: none"> <li>- Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>- Asks a range of questions about the past.</li> <li>- Chooses reliable sources of evidence to answer questions.</li> <li>- Use the library and internet for research with increasing confidence and realise that there is often not a single answer to historical questions.</li> <li>- Ask more complex questions about key concepts in history.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Identifies and uses different sources of information and artefacts.</li> <li>- Evaluates the usefulness and accurateness of different sources of evidence.</li> <li>- Selects the most appropriate source of evidence for particular tasks.</li> <li>- Forms own opinions about historical events from a range of sources.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Perspective &amp; Communication</p>	<ul style="list-style-type: none"> <li>- Compare with our life today.</li> <li>- Give reasons for why the past is interpreted in different ways.</li> <li>- Uses speaking and writing skills to present findings to others.</li> <li>- Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.</li> <li>- Discusses different ways of presenting information for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- Describes how some of the past events/people affect life today.</li> <li>- Discusses most appropriate way to present information, realising that it is for an audience.</li> <li>- Uses speaking and writing skills to present findings to others with increased independence.</li> <li>- Presents findings about the past using speaking, writing, ICT and drawing skills to inform audience.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Show initiative when recording and communicating knowledge in different forms: discussions, pictures, writing, annotations, drama, Maths (data handling) and using ICT.</li> <li>- Presents structured and organised findings about the past.</li> <li>- Chooses most appropriate way to present information to an audience</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Presents information in an organised and clearly structured way.</li> <li>- Makes use of different ways of presenting information.</li> <li>- Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</li> </ul>