



HISTORY – PROGRESSION OF SKILLS



	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1. Chronological knowledge / understanding <i>(including characteristic features of periods)</i> Evidence of chronology should be on display in the classroom so that both pupils and teachers can refer to it during topics.	<i>Use everyday language related to time</i> · <i>Order and sequence familiar events (eg of their own lives/of their immediate family) with support</i> · <i>Describe main story settings, events and principal characters.</i> · <i>Talk about past and present events in their own lives and in lives of family members.</i>	· Develop an awareness of the past, including events/times beyond living memory. Begin to use common words and phrases relating to the passing of time Order/sequence events in their life independently Sequence up to 5 artefacts/houses from distinctly different periods of time	Develop a more detailed awareness of the past including events further beyond living memory Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Sequencing up to 5 artefacts/ events which are closer together in time (in their own life or from more distant periods on a timeline) and check with a reference book Describe memories of key events in their lives Place events on an unmarked timeline with support as a class/group.	Begin to use dates and terms related to the study unit and passing of time Begin to understand more complex terms eg BC/AD Sequence up to 6 events or artefacts linked to the period(s) studied. Begin to establish clear narratives within or across periods studied · Continue to develop a chronologically secure knowledge of history, ordering events, people and historical periods on timelines, increasingly with equal spaces.	Use dates and terms related to the study unit and passing of time Understand and use more complex terms eg BC/AD Sequence up to 7 more complicated events or artefacts linked to the periods studied. · Establish clear narratives within and across periods studied Continue to develop a chronologically secure knowledge of history, ordering events, people and more complex historical periods on timelines, with equal spaces.	Place current study of key events on a timeline to scale and compare against other studies with support. Use relevant terms and period labels terminology within then across historical periods with support. Sequence up to 8 events on a time line linked to current unit of study / periods studied to date. Begin to develop chronology further to record their own research and to represent their knowledge of change/continuity.	Recall and place current study on time line to scale and compare this to other studies

2. Historical terms eg empire, peasant	<i>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words, especially linked to the daily passage of time and their own lives</i>	Begin to use a wide vocabulary of everyday historical terms	Use a wide vocabulary of everyday historical terms and those specifically linked to the units of study.	Develop their knowledge of appropriate use of historical terms including those which are more abstract (eg civilisation) and begin to use them with support.	Develop and use historical terms, including those which are more abstract during units of study.	Use a range of historical terms and concepts in increasingly sophisticated ways during learning and to reflect their understanding.	Use relevant dates and historical terminology within and across historical periods with increased accuracy and confidence.
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<p>3. Historical enquiry - Using evidence / Communicating ideas</p> <p>High quality, enjoyable lessons should be practical whenever possible and inspire pupils to want to find out more, raising further questions and fuelling healthy debates. The use of primary/replica sources should be an integral part of the study of the past. Drama should be used as a means of not only immersing pupils in the past and developing their understanding/knowledge but also as a means of developing a greater empathy for those who lived long ago.</p>	<p><i>Be curious about people and show interest in stories</i></p> <p><i>Answer 'how' and 'why' questions ... in response to stories or events.</i></p> <p><i>Begin to ask appropriate questions.</i></p> <p><i>Begin to understand that information can be retrieved from books and computers</i></p> <p><i>Explain their own feelings about a recent event with support</i></p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion....</p> <p>Drawing/mark making</p> <p>Pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Begin to ask and answer simple questions about the past with support.</p> <p>Begin to develop an understanding of some ways we find out information about the past (eg books, computers, internet, pictures, objects and houses, stories)</p> <p>Use parts of stories and other simple sources to show historical understanding with support.</p> <p>Explain their own feelings about an event/celebration and listen to alternative views of their peers.</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion....</p> <p>Drawing/pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p>	<p>Ask and answer simple questions about the past with increased confidence.</p> <p>Continue to develop an understanding of some ways we find out about the past (eg books, internet, photographs, written diaries etc)</p> <p>Begin to choose and use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Explain their own views/feelings about an event, accept that alternative views exist and suggest how people at the time felt with support</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion....</p> <p>Drawing/pictures...</p> <p>Drama/role play..</p>	<p>Address and sometimes devise historically valid questions with support.</p> <p>Begin to understand how knowledge of the past is constructed from a range of sources and begin to develop an understanding of which sources are primary and which are secondary</p> <p>Begin to construct informed responses by selecting and organising relevant historical information with support.</p> <p>Begin to use the library and internet for research to present a simple picture of one aspect of life in the past.</p> <p>Explain how they think people at the time felt using sources with support</p>	<p>Regularly address and sometimes devise a variety of historically valid questions.</p> <p>Begin to understand how knowledge of the past is constructed from a range of sources (including primary/replica and secondary sources)</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Use evidence to build up a picture of a past event, observing small details in artefacts, pictures and other sources.</p> <p>Use the library and internet for research, beginning to choose relevant material to present a picture of one aspect of life in time past</p> <p>Explain how they</p>	<p>With support, select relevant sections of information and use evidence to build up a picture of a past event or to answer their own historically valid questions.</p> <p>Identify a range of primary and secondary sources with increased confidence.</p> <p>Use the library and internet for research with increasing confidence to answer a variety of questions.</p> <p>With support, pursue historically valid enquiries including some they have generated themselves.</p> <p>· Begin to understand how different types of sources are used to make historical claims</p> <p>· Use the library and internet for research with increased confidence.</p>	<p>Use a range of sources to find out about an aspect of time past, selecting relevant information; bringing knowledge gathered from several sources together in a fluent, structured account to answer their own historically valid questions.</p> <p>Understand how different types of sources are used rigorously to make historical claims and suggest what has been omitted/possible ways of finding out this information.</p> <p>Recognise primary/replica and secondary sources confidently.</p> <p>Use the library and internet for research confidently to answer a wide variety of questions</p> <p>Confidently use the library and internet for research</p>
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		Using ICT...	<p>Making models.....</p> <p>Writing with increased independence..</p> <p>Using ICT...</p>	<p><u>Communicate their knowledge through:</u></p> <p>Discussion/simple debates..</p> <p>Labelled drawing/pictures/diagrams...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing independently</p> <p>Simple tables</p> <p>Using ICT...</p>	<p>think people at the time felt, using a range of sources and begin to suggest that alternative views/experiences also could exist.</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion/simple debates..</p> <p>Labelled drawing/pictures/diagrams...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing independently</p> <p>Simple tables</p> <p>Using ICT...</p>	<p>Begin to create relevant, structured and evidentially supported accounts with support</p> <p>Describe an increasing range of feelings/views which existed at the time</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion/more complex debates..</p> <p>Labelled, more detailed drawing/pictures/diagrams...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing independently at length and begin to use dates</p> <p>More complex tables</p> <p>Using ICT...</p>	<p>Describe a wide range of feelings/views which existed at the time and begin to understand that historical perspective and modern ideas can be clouded by events/beliefs in the present.</p> <p><u>Communicate their knowledge through:</u></p> <p>Discussion/more complex debates..</p> <p>Labelled, detailed drawing/pictures/diagrams...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing independently at length, using historically accurate dates</p> <p>Complex tables</p> <p>Using ICT...</p>
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<p>4. Interpretations of history</p> <p>Each history unit should include at least one primary/replica source based lesson where pupils can investigate a range of sources which increase in number and complexity as they progress through school Pupils should be given the opportunity to question the sources' reliability and usefulness and be able to compare and contrast evidence which they obtain from sources.</p>	<p>In EYFS, pupils will be encouraged to accept that everybody is different and we all have different historical family experiences.</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Begin to recognise that more than one interpretation of an event exists with support.</p> <p>Begin to identify different ways in which the past is represented with support.</p> <p>Simple source work investigations should include progression from locating simple facts to developing basic understanding of facts/opinions</p>	<p>Compare 2 versions of a past event using pictures, photographs, oral recollections and basic written sources (including stories)</p> <p>Begin to discuss reliability of photos/ accounts/stories and distinguish between fact and opinion with increased confidence.</p> <p>Investigate 2 different interpretations of one event</p> <p>Identify different ways in which the past is represented</p> <p>Source work investigations should continue to involve locating simple facts and progress into the inference of basic facts from the sources with support.</p>	<p><i>Begin to understand that different versions of the past may exist, giving some reasons for this</i></p> <p><i>Begin to distinguish between two or more different sources/interpretations – compare different versions of the same story with support and begin to question (with support) the their value</i></p> <p><i>Source work investigations should develop knowledge of simple bias and require the location of facts/opinions across a variety of social/political/economic/technological aspects.</i></p>	<p>Look at the evidence available and identify/give reasons for different ways in which the past is represented</p> <p><i>Distinguish between different sources – compare different versions of the same story, question their value and evaluate the usefulness of the different sources.</i></p> <p><i>Source work investigations should continue to develop knowledge of bias and require the location of facts/opinions across a wider variety of social/political/economic aspects.</i></p>	<p>Compare accounts of events from different sources, offering some reasons for different versions of events and suggesting the limitations of some sources.</p> <p>Begin to debate opinions/facts about the past and the usefulness of the sources provided.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed with support and further develop knowledge of fact and opinion.</p>	<p>Link sources to develop conclusions, explain bias/why bias exists and suggest limitations/omissions.</p> <p>Debate opinions/facts about the past and the usefulness of the sources provided with greater independence.</p> <p>Consider ways of checking the accuracy of interpretations and develop further knowledge of fact, fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>
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* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

5a. Continuity and change in and between periods	Look closely at similarities, differences between two or more objects Develop understanding of growth and changes over time	Begin to identify similarities / differences between ways of life at different times with support.	Identify similarities / differences between ways of life at different times	Begin to describe / make links between main events, situations and changes within and across different periods/societies with support	Describe / make links between main events, situations and changes within and across different periods/societies	Begin to identify and explain change and continuity within and across periods	Identify and explain change and continuity within and across periods
5b. Cause and consequence	Question why things happen and give simple explanations	Begin to recognise why people did things, why events happened and what happened as a result with support	Recognise why people did things, why events happened and what happened as a result	Begin to identify and give reasons for, results of, historical events, situations, changes	Identify and give reasons for, results of, historical events, situations, changes	Begin to analyse / explain reasons for, and results of, historical events, situations, changes with support	Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	Know about similarities and differences between themselves and others, and among families, communities and traditions	Begin to make simple observations about different types of people, events, beliefs within a society with support	Make simple observations about different types of people, events, beliefs within a society	Begin to describe social, cultural, religious and ethnic diversity in Britain & the wider world	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Begin to understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies with support	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies

5d. Significance of events / people	Recognise and describe special times or events for family or friends	Begin to talk about who was important eg in a simple historical account	Talk about who was important eg in a simple historical account	Begin to identify historically significant people and events in situations	Identify historically significant people and events in situations	Begin to consider/explain the significance of events, people and developments in their context and in the present.	Consider/explain the significance of events, people and developments in their context and in the present.
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