

# Skills Progression

## History

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>- Remembers and talks about significant events in their own experience, beginning to understand past and present.</li> <li>- Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the difference between things that happened in the past and the present.</li> <li>- Describe things that happened to themselves and other people in the past.</li> <li>- Order a set of events or objects.</li> <li>- Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and use the words past and present when telling others about an event.</li> <li>- Recount changes in my own life over time.</li> <li>- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given.</li> <li>- Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>- Use a timeline to place historical events in chronological order.</li> <li>- Describe dates of and order significant events from the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>- Order significant events and dates on a timeline.</li> <li>- Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>- Order significant events, movements and dates on a timeline.</li> <li>- Describe the main changes in a period in history</li> <li>- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and that these can also be termed BCE (Before Common Era) and CE (Common Era)</li> <li>- Order significant events, movements and dates on a timeline.</li> <li>- Identify and compare changes within and across different periods.</li> <li>- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>- Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?"</li> <li>- Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different ways in which the past is represented.</li> <li>- Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?"</li> <li>- Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different ways in which the past is represented.</li> <li>- Ask questions about the past.</li> <li>- Use a wide range of information to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>- Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li> <li>- Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>- Investigate own lines of enquiry by posing questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>- Investigate own lines of enquiry by posing questions to answer.</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>- Look at books, videos, photographs, pictures and</li> </ul>	<ul style="list-style-type: none"> <li>- Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings,</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the idea that there are different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at different versions of the same event in history and identify differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate evidence to choose the most reliable forms.</li> <li>- Know that people both in the past have a point of view and</li> </ul>

	artefacts to find out about the past.		museums, galleries, historical sites and the internet to find out about the past.		- Know that people in the past represent events or ideas in a way that persuades others.	affects interpretations of history. - Give reasons why there may be different accounts of history. - Evaluate evidence to choose the most reliable forms.	that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
<b>Knowledge and Understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>- Can talk about past and present events in their own lives and in the lives of family members.</li> <li>- Know some reasons why people's lives were different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Recall some facts about people/events before living memory.</li> <li>- Say why people may have acted the way they did.</li> </ul>	<ul style="list-style-type: none"> <li>- Use information to describe the past.</li> <li>- Describe the differences between then and now.</li> <li>- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>- Recount the main events from a significant event in history.</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to describe the culture and leisure activities from the past.</li> <li>- Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>- Use evidence to describe buildings and their uses of people from the past</li> </ul>	<ul style="list-style-type: none"> <li>- Use evidence to describe what was important to people from the past.</li> <li>- Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>- Describe similarities and differences between people, events and artefacts studied.</li> <li>- Describe how some of the things they have studied from the past affect/influence life today</li> </ul>	<ul style="list-style-type: none"> <li>- Choose reliable sources of information to find out about the past.</li> <li>- Give own reasons why changes may have occurred, backed up by evidence.</li> <li>- Describe similarities and differences between some people, events and artefacts studied</li> <li>- Describe how historical events studied affect/influence life today.</li> <li>- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>	<ul style="list-style-type: none"> <li>- Choose reliable sources of information to find out about the past.</li> <li>- Give reasons why changes may have occurred, backed up by evidence.</li> <li>- Describe similarities and differences between some people, events and artefacts studied.</li> <li>- Describe how some of the things studied from the past affect/influence life today.</li> <li>- Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)</li> </ul>
<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>- Can make some observations about similarities and differences between their own and others' lives.</li> <li>- Sort events or objects into groups (i.e. then and now.)</li> <li>- Answer 'how' and 'why' questions about their experience and in response to events</li> </ul>	<ul style="list-style-type: none"> <li>- Sort events or objects into groups (i.e. then and now.)</li> <li>- Use timelines to order events or objects.</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>- Describe objects, people or events in history.</li> <li>- Use timelines to order events or objects or place significant people.</li> <li>- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to order events and place significant people.</li> <li>- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to order events and place significant people.</li> <li>- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to order events and place significant people and compare these to concurrent timelines about different people, events or periods.</li> <li>- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>- Plan and present a self-directed project or research about the studied period.</li> </ul>	<ul style="list-style-type: none"> <li>- Use timelines to order events and place significant people and compare these to concurrent timelines about different people, events or periods, suggesting why there may be similarities or differences.</li> <li>- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>- Plan and present a self-directed project or research about the studied period.</li> </ul>