



Autumn Term focus



## History Skills Progression

### Spring term focus

### Summer term focus

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>▪ To talk about past and present events in their own lives and in the lives of family members.</li> <li>▪ To develop an understanding of and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Order events in chronological order (beginning to introduce timeline)</li> <li>▪ Use historical vocabulary correctly to describe the passing of time</li> <li>▪ Order events in chronological order using timelines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recall specific dates in history</li> <li>▪ Place events and artefacts on a timeline.</li> <li>▪ Label timelines with past, present, older and newer</li> <li>▪ World History</li> <li>▪ Show an understanding of the nation's history.</li> <li>▪ Describe a significant person and event from the past.</li> <li>▪ Place events in order on a timeline</li> <li>▪ Label timelines with words such as past present older newer. Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Place historical events and figures on a timeline, knowing that a timeline can be divided into BC and AD</li> <li>▪ Use dates and terms to describe events</li> <li>▪ Place events, artefacts and historical figures on a timeline</li> <li>▪ Use dates and terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Divide history into time periods and place periods of history on a timeline.</li> <li>▪ Place events, artefacts and historical figures on a timeline</li> <li>▪ Use dates and terms to describe events</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe main changes in periods of history e.g. religious reformation</li> <li>▪ Use dates and terms accurately to describe events.</li> <li>▪ Place events, artefacts and historical figures on a timeline</li> <li>▪ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>▪ Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>▪ Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>▪ Use dates and terms accurately to describe events.</li> <li>▪ Place events, artefacts and historical figures on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the main changes in a period of history</li> <li>▪ Identify times of rapid change and contrast with periods of little change (e.g. suffragette movement)</li> <li>▪ Use dates and terms accurately in describing events.</li> </ul>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and Interpret the Past	<ul style="list-style-type: none"><li>▪ To look closely at similarities, differences, patterns and change.</li><li>▪ To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</li></ul>	<ul style="list-style-type: none"><li>▪ Use pictures, stories and oral sources to find out about changes in my living memory.</li><li>▪ Ask and answer questions about the past</li><li>▪ Ask questions such as: What happened? When did it happen? How long ago?</li><li>▪ <b>Use artefacts, pictures, stories and online resources to find out about the past</b></li><li>▪ <b>Ask and answer questions about the past</b></li><li>▪ Ask questions such as: What happened? When did it happen? How long ago?</li><li>▪ Using pictures, stories and oral sources to find out about changes in national life.</li></ul>	<ul style="list-style-type: none"><li>▪ Describe how events in history have shaped our lives.</li><li>▪ Ask questions such as- what was it like for people? What happened? How long ago?</li><li>▪ Use artefacts, pictures, stories and online resources to find out about the past</li><li>▪ Identify differences and similarities between ways of life us and the people of 1666.</li><li>▪ Recognise reasons why people from the past acted the way they did.</li><li>▪ <b>Ask historical questions</b></li><li>▪ <b>Handle evidence to ask questions and find answers to questions about the past.</b></li><li>▪ <b>Describe significant people from the past</b></li><li>▪ <b>Recognise there are reasons why people in the past acted as they did.</b></li></ul>	<ul style="list-style-type: none"><li>▪ Understand the concept of change over time e.g farming now and then</li><li>▪ <b>Know the difference between primary and secondary sources of evidence</b></li><li>▪ <b>Use and analyse primary and secondary sources of evidence</b></li><li>▪ <b>Use evidence to answer questions about the past</b></li><li>▪ <b>Compare two versions of same events or practices in history and identify differences between accounts</b></li><li>▪ <b>Suggest causes and consequences of some key events in history.</b></li></ul>	<ul style="list-style-type: none"><li>▪ Suggest and use primary and secondary sources of evidence and evaluate which is more reliable</li><li>▪ Use evidence to ask and answer questions about the past.</li><li>▪ Suggest causes and consequences of some key events in history</li><li>▪ Compare two versions of same events or practices in history and identify differences between accounts</li></ul>	<ul style="list-style-type: none"><li>▪ Follow their line of historical enquiry and refine lines as appropriate</li><li>▪ Choose reliable sources of evidence to help answer questions and give reasons for choices</li><li>▪ Understand that no single source of evidence gives the full answer to questions about the past.</li><li>▪ Seek out and analyse a wider range of evidence in order to justify claims about the past.</li><li>▪ Identify continuity and change within history in the locality</li><li>▪ Know that no single source of evidence gives the full answer to questions about the past.</li><li>▪ <b>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studies</b></li><li>▪ Use sources of evidence to deduce information about the past.</li><li>▪ Select suitable sources of evidence, giving reasons for choices.</li><li>▪ Understand that no single source of evidence gives the full answer to questions about the past.</li><li>▪ Refine lines of enquiry as appropriate.</li><li>▪ Seek out and analyse a wider range of evidence in order to justify claims about the past.</li></ul>	<ul style="list-style-type: none"><li>▪ Select and use reliable sources of evidence to deduce information about the past and know about primary sources and give reasons for choices.</li><li>▪ Show awareness of concept of propaganda and how historians need to understand the social context and how propaganda can effect interpretations of history</li><li>▪ Understand that no single source of evidence gives the full answer</li></ul>



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<p><b>Building a Knowledge of World History</b></p>		<ul style="list-style-type: none"><li>• Use artefacts, pictures, stories and online resources to find out about the past</li></ul>	•	<ul style="list-style-type: none"><li>▪ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (burial practice, social hierarchy)</li><li>▪ Describe the social, ethnic or religious diversity (between the Celts and the Romans)</li><li>▪ Understand the concept of chronology, placing events, artefacts and key figures on a timeline</li><li>▪ Understand the concept of change over time</li></ul>	<ul style="list-style-type: none"><li>▪ Describe the social, ethnic and cultural diversity of past society (social and cultural differences in Athenians and Spartans)</li><li>▪ Describe the characteristics of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li></ul>	<ul style="list-style-type: none"><li>▪ Describe the social, ethnic and cultural diversity of past society.</li><li>▪ Identify continuity and change in the history of the locality of the school.</li><li>▪ Describe the social, ethnic, cultural or religious diversity of past society.</li><li>▪ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul>	<ul style="list-style-type: none"><li>▪ Identify continuity and change in history the local community</li><li>▪ Describe social, political and cultural diversity of the past and its evolution over time</li><li>▪ Describe characteristic features of the past, including experiences of men, women and children and its impact over time</li></ul>



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<b>Communicating Historically</b>	<ul style="list-style-type: none"><li>▪ To talk about past and present events in their own lives and in the lives of family members.</li></ul>	<ul style="list-style-type: none"><li>▪ Use historical vocabulary correctly to describe the passing of time</li><li>▪ Retell an event</li><li>▪ Use words and phrases such as: a long time ago, recently, years, decades, centuries to describe the passing of time</li><li>▪ Show an understanding of concepts such as monarchy</li><li>▪ Use drama to improve understanding of a historical event</li><li>▪ Use historical vocabulary correctly to describe the passing of time</li></ul>	<ul style="list-style-type: none"><li>▪ Identify different ways the past has been represented.</li><li>▪ Retell an event from the past</li><li>▪ Use drama to improve understanding</li><li>▪ Use words and phrases such as a long time ago, recently, when were children and years to describe the passing of time.</li></ul>	<ul style="list-style-type: none"><li>▪ Use appropriate historical vocabulary to communicate about the past e.g. dates, time period, era, change, chronology</li><li>▪ Use literacy skills to communicate information about the past</li><li>▪ Use appropriate historical vocabulary to communicate about the past e.g. dates, time period, era, change, chronology</li><li>▪ Use literacy and numeracy skills to a good standard in order to communicate about the past</li></ul>	<ul style="list-style-type: none"><li>▪ Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</li><li>▪ Use literacy skills to communicate information about the past.</li></ul>	<ul style="list-style-type: none"><li>▪ Use historical vocabulary, including dates, time period, era, chronology, continuity, change, century, decade, legacy</li><li>▪ Use literacy and computing skills to represent information</li><li>▪ Use literacy and computing skills to represent information</li><li>▪ Use historical vocabulary, including dates, time period, era, chronology, continuity, change, century, decade, legacy</li></ul>	<ul style="list-style-type: none"><li>▪ Use appropriate historical vocabulary including, dates, time period, era, chronology, continuity, change, century, decade, legacy</li><li>▪ Use literacy, numeracy and computing skills to communicate information about the past.</li></ul>