

History Progression of Skills Key Stage 1

	EYFS: Understanding of the World	Year 1	Year 2
Chronological understanding	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. (3 & 4 yr olds) 	<ul style="list-style-type: none"> Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past 	<ul style="list-style-type: none"> Recount changes in own life over time Puts 3 people, events or objects in time order using a given scale. Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. (ELG) 	<ul style="list-style-type: none"> Tell the difference between past and present in own and other people's lives. Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in the past acted as they did.
Interpretations of history	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past (Reception) 	<ul style="list-style-type: none"> Begins to identify and recount some details from the past from sources (eg. pictures, stories). Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.
Historical enquiry	<ul style="list-style-type: none"> Understand the past through settings, character and events encountered in books read in class and storytelling. (ELG) 	<ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (eg. pictures, stories) 	<ul style="list-style-type: none"> Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'
Organisation and communication	<ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. (ELG) 	<ul style="list-style-type: none"> Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, discussion). 	<ul style="list-style-type: none"> Describes objects, people and events. Writes simple stories and recounts about the past.

History Progression of Skills Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts. 	<ul style="list-style-type: none"> Place events from period studied on a time line. Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past. 	<ul style="list-style-type: none"> Place current study on a time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people – differences between men and women Examine causes and results of great events and the impact on the people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

Interpretations of history	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available to build a picture of a past event Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: Discussion Drawing pictures Drama and role play Making models Writing Using ICT	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding 		Select and organise information to produce structured work, making use of dates and terms