

History Skills Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Blank	<p>Know and recount episodes from their own and others' past, saying why it happened.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Describe main story settings, events and principal characters.</p>	<p>Place known events and objects in chronological order.</p> <p>Place events in order and comment on the order.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Sequence events and recount changes within living memory.</p>	<p>Place events in order and comment on the order.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Place events in order and comment on the order.</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Place events in order and comment on the order.</p> <p>Use historic terms related to the period of study.</p> <p>Place some historical periods in a chronological framework.</p>	<p>Use dates to order and place events on a timeline.</p> <p>Place events in order and comment on the order.</p> <p>Place events and historical figures on a timeline using dates and overlaying chronology.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Use dates to order and place events on a timeline from all their learning.</p> <p>Place events in order and comment on the order.</p> <p>Confidently use historic terms related to a range of periods of study.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Compare and describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>

History Skills Progression EYFS-Year 6

Historical Enquiry	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Answer how and why questions in response to stories or events.</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts from 'then' and 'now'</p>	<p>Ask and answer questions, beginning to choose and use parts of stories and other sources to show that he/she knows and understands key features of events.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p>	<p>Compare sources of information available for the study of different times in the past.</p> <p>Make comparisons between aspects of periods of history and the present day.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p>

History Skills Progression EYFS-Year 6

Organisation and Communication	<p>Talk and discuss aspects of the past using some everyday historical terms.</p> <p>Record using marks they can interpret and explain.</p> <p>Explain own knowledge and understanding and ask appropriate questions.</p>	<p>Use vocabulary of everyday historical terms.</p> <p>Talk, draw or write about aspects of the past.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p>	<p>Use a wide range of vocabulary pertaining to historical sources and events.</p> <p>Communicate his/her learning using appropriate terminology.</p> <p>Refer to how she/he has found out about the past and inferences from sources.</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source.</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source and comment on the credibility of sources.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding of Events, People and Changes</p>	<p>Recognise the difference between past and present in their own and others' lives.</p> <p>Describe an event or family member from their past that is important to remember.</p> <p>Be curious about people and show interest in stories.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Describe key people in history.</p> <p>Understand key features of events.</p>	<p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p>	<p>Describe changes and impacts on Britain throughout key events in British history.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Understand and describe British settlements.</p> <p>Describe the achievements of the earliest civilizations.</p>	<p>Describe changes and impacts on Britain throughout key events in British history.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Understand and describe British settlements.</p>	<p>Describe a non - European society that provides contrasts with British history</p> <p>Give some reasons for some important historical events.</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Use evidence to support arguments.</p>

History Skills Progression EYFS-Year 6

Historical Interpretation	Develop their own explanations by connecting ideas and events.	Relate his/her own account of an event and understand that others may give a different version.	Describe significant historical events, people and places in his/her own locality.	Expand on the significant historical events, people and places in his/her own locality.	Explain the significant historical events, people and places in his/her own locality.	Explain the significance of a local study globally.	Explain and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children
	Talk about some of the things they have observed, question why things happen and give explanations.	Discuss simple impacts of people and events.	Describe changes within living memory and aspects of change in national life.	Begin to discuss viewpoint in sources and how this impacts sources.	Understand that sources can contradict each other.	Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.	Explain and compare the social, ethnic, cultural, or religious diversity of past society.
	Know that information can be retrieved from books and computers.		Describe events beyond living memory that are significant nationally or globally.			Describe the social, ethnic, cultural, or religious diversity of past society.	Evaluate the usefulness and credibility of a variety of sources.
			Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.			Understand that the type of information available depends on the period studied.	
						Evaluate the usefulness of a variety of sources.	