

Progression of Skills In History

Content	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content / PoS Historical Knowledge	*Changes within living memory: Toys *Significant people / events: Space *Changes within living memory: (continuity & change) Games	*Changes within living memory: (continuity & change) Communication *Significant people/places/local Grace Darling *Significant people/ local events/ continuity and change: George Stephenson	*Cause & consequence/ using historical evidence/ local events: Great Fire(s) of London and Newcastle *Significant people places / events of international importance Explorers *Significant people/places/ events of international importance: Civil Rights	*Continuity and change / historical interpretation / evidence: Stone Age to Iron Age *Historical evidence: Ancient Egypt	*Cause and consequence/ historical significance/ using historical evidence: The Romans *Historical significance / historical evidence: The Anglo Saxons *Cause and consequence / interpreting evidence/ significance: World War 2	* Historical evidence / sources / change / chronology: The Maya Civilisation *Historical significance / interpreting historical evidence/ chronology / significant people, events, changes: The Tudors	*Significance / interpreting historical evidence /range and depth of historical knowledge / chronology/ historical enquiry: Ancient Greece *Historical significance/ continuity and change: The Victorians *Cause and consequence / evidence: Local study: The Battle of Newburn
Historical Skills							
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Chronological Knowledge and Understanding	*Use everyday language related to time *Order and sequence familiar events / objects *Talk about past and present events in their own lives and in the lives of family members.	*Understand the difference between things which happened in the past and in the present. *Use common words relating to the passing of time. *Develop an awareness of the past. *Sequence objects or events in chronological order *Use a simple time line.	*Use common words and phrases relating to the passage of time. *Identify some similarities/ differences between periods. *Sequence artefacts/ events. *Use timelines. *Know where people and events they have studied fit into a chronological framework.	*Able to place the time studied on a time line. *Sequence events or artefacts *Use dates/ vocabulary related to the passing of time. *Describe dates of and order significant events from the period studied. *Introduce the concept that a timeline can be divided into BC / BCE (Before Christ/ Before Common Era) and AD (Anno Domini)	*Place events from the period studied on a time line i.e. to create specific, closed timelines within a set period of time. *Describe the main changes in a period in history. *Understand more complex terms such as BC/BCE and AD *Use terms related to the period and begin to date events. *Begin to establish a narrative within the period studied.	*To begin to understand that events in history can overlap in terms of time. *Know and sequence key events of the period studied. *Make comparisons between different times in the past. *Use appropriate words/ phrases which describe or denote the period studied *Establish clear narratives within and across periods studied	*Place events of their current study on a time line. *Begin to create parallel time lines for periods studied. *Can compare changes within and across different time periods. *Use words/ phrases for movements or times of change e.g. classical period, Hellenistic, Industrial Revolution. *Notice connections, contrasts and trends over time.

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Historical Skills							
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Range and Depth of Historical Knowledge	*Recognise difference between past and present in their own and others' lives	*Recognise the differences between past and present in their own and others' lives *They know and recount episodes from stories about the past	*Recognise why people did things, why events happened and what happened as a result *Identify differences between ways of life at different times	*Find out about every day 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	* 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	*Study different aspects of different people - differences between men and women * Examine causes and results of great events and the impact on people *Compare life in early and late 'times' studied * Compare an aspect of life with the same aspect in another period	* 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
Interpretation of History		*Use stories to encourage children to distinguish between fact and fiction * Compare adults talking about the past – how reliable are their memories?	*Identify different ways in which the past is represented. * Compare 2 versions of a past event *Compare pictures or photographs of people or events in the past * Discuss reliability of photos/ accounts/stories	* 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 different representations of the period – books, cartoons etc	*Look at a range of the evidence available *Begin to evaluate the usefulness of different sources *Use text books and historical knowledge	*Compare accounts of events from different sources – fact or fiction * Understand that different versions of the past may exist, giving some reasons for this	* 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 text books and internet for research

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Historical enquiry – using evidence and communicating ideas	*Be curious about people and show interest in stories *Answer ‘how’ and ‘why’ questions in response to stories or events *Explain own knowledge and ask appropriate questions *Know that information can be retrieved from a book or a computer *Record using marks they can interpret and explain	*Ask and answer questions * Find answers to simple questions about the past from sources of information e.g. artefacts	*Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. *Understand some ways we find out about the past *Choose and use parts of stories and other sources to show understanding of concepts	*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	*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 *Begin to understand how knowledge of the past is constructed from a range of sources	*Begin to identify primary and secondary sources *Use evidence to build up a picture of a past event *Select relevant sections of information *Use the library and internet for research with increasing confidence	*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 *Talk about the reliability of different sources
Organisation and Communication	Communicate their knowledge through: *Talking / discussion *Drawing pictures *Drama / role play / ‘hot seating’ *Making models *Making marks / writing e.g. recounts about the past *Labelled diagrams *Using ICT				*Recall, select and organise historical information *Communicate their knowledge and understanding in written and spoken form *Drama *Annotated diagrams / drawing *Shows awareness of an audience		*Select and organise information to produce structured work, making appropriate use of dates and terms. *Choose an appropriate/ effective method of recording e.g. written explanation, table, chart, labelled diagram.
Use of Historical Vocabulary	Appropriate subject / topic specific vocabulary						
	*Extend vocabulary by grouping and naming, exploring new words	*Use a wide range of everyday historical terms	*Develop the appropriate use of historical terms			*Use historical terms and concepts appropriately	

Key Concepts							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and Change	*Look closely at similarities, differences, patterns and change * Develop an understanding of growth, decay and changes over time	*Identify similarities /differences between ways of life at different times		*Describe / make links between main events, situations and changes within and across different periods/societies with an increasing sophistication.			
Cause and Consequence	*Question why things happen and give explanations	*Recognise why people did things, why events happened and what happened as a result		* Identify and give reasons for, results of, historical events, situations and changes			
Similarity / Difference	*Know about similarities and differences between themselves and others, and among families, communities and traditions	*Make simple observations about different types of people, events and beliefs within a society		* Describe social, cultural, religious and ethnic diversity in Britain & the wider world		*Analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies	
Significance (of events and people)	*Recognise and describe special times or events for family or friends	*Talk about who was important eg in a simple historical account *Explore significant events in local and national history		*Identify historically significant people and events in situations		*Consider / explain the significance of events, people and developments in their context and in the present.	

Progression in history involves developing historical perspective through . . .

- A wide, detailed and chronologically secure knowledge base
- A use of 'sharper' (more focussed) methods of enquiry and communication
- A deeper understanding of increasingly complex issues and of abstract ideas
- A growing independence in applying (the above) qualities.



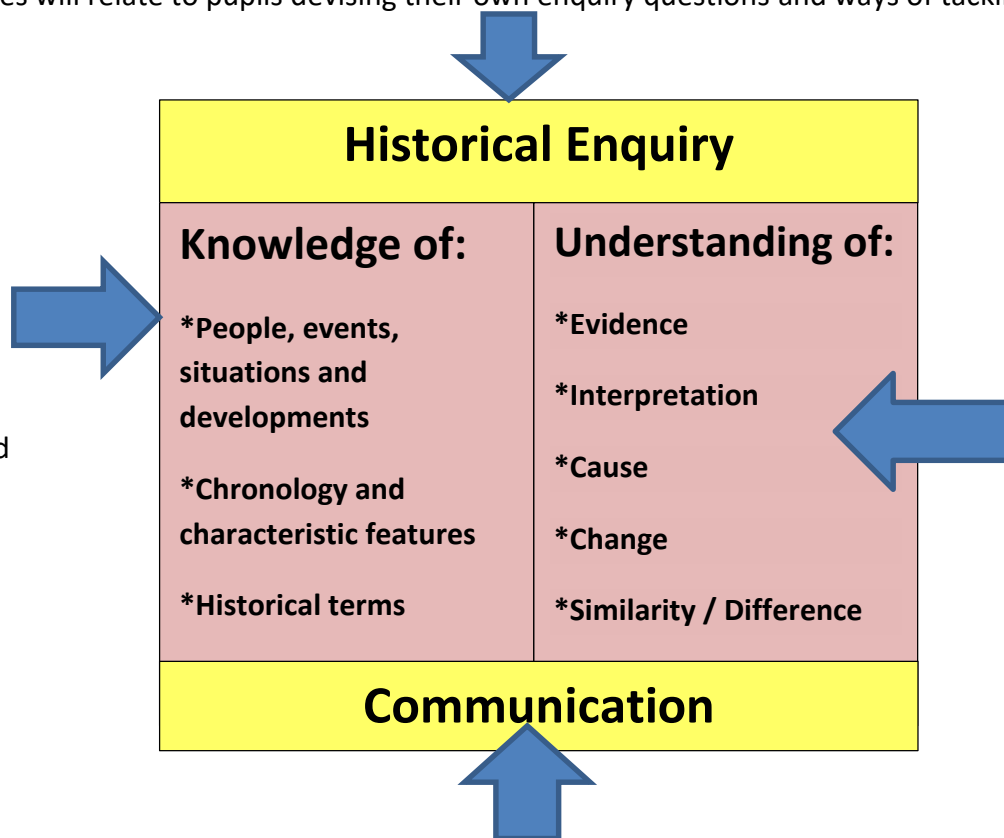
Planning a history lesson

Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons.

Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

Always include objectives for building **knowledge of all the aspects shown here.**

This “Now Knowledge” will relate to the particular period or issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen “hereafter knowledge”.



Within any sequence of lessons, **always** include Objectives for developing pupils’ **understanding of one or two of these listed elements.** Your selection and precise focus will be reflected in the key question.

Always require pupils to organise and communicate their findings at the end of a sequence of work so that their learning gains coherence. **Sometimes** your objectives will relate to helping pupils communicate clearly.