



## History – Progression of skills across the primary years.

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The context in which the skills are taught is left up to the discretion of the teachers.

Year group	Chronological understanding	Range and depth of historical knowledge	Historical enquiry	Interpretations of History	Organisation and communication
EYFS	<ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>- Understand how they have changed (putting pictures of their life in order)</li> </ul>	Talk about the lives of the people around them and their roles in society	Understand the past through settings, characters and events encountered in books read in class and storytelling	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...
1	<ul style="list-style-type: none"> <li>- To put some events or objects in order of time (Recent history)</li> <li>- To use words like old, new, then, yesterday when talking about the past.</li> <li>- Talk about things that happened when they were little.</li> </ul>	<ul style="list-style-type: none"> <li>- Tell the difference between past and present in their own and other people's lives.</li> <li>- Use stories and pictures to support understanding and retelling of events in the past.</li> <li>- Begin to suggest why some things might be different and how the past may influence us today.</li> <li>- Begin to understand some events and significant people beyond living memory.</li> </ul>	<ul style="list-style-type: none"> <li>- To distinguish between old and new.</li> <li>- To ask and answer simple questions using why, what, how, who and where.</li> <li>- Use stories and sources to answer simple questions about the past.</li> <li>- Observe and handle artefacts to develop their understanding about the past and make plausible suggestions about how they might have been used.</li> </ul>	<ul style="list-style-type: none"> <li>- Use stories to encourage children to distinguish between fact and fiction.</li> <li>- Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>- Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>- Show an understanding of historical terms such as invasion, civilization, settlement, monarchy.</li> <li>- talk, write and draw about things from the past</li> <li>- use drama/role play to communicate their knowledge about the past.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Use more complex phrases to describe time – A long time ago, centuries ago.</li> </ul>	<ul style="list-style-type: none"> <li>- Retell stories that they have learnt about the past to develop their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify old and new from artefacts and make plausible predictions</li> </ul>	<ul style="list-style-type: none"> <li>- Compare 2 versions of a past event</li> </ul>	<ul style="list-style-type: none"> <li>-- Show an understanding of historical terms such as invasion, civilization, settlement, monarchy.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Recognise some differences and similarities between the time being studied and now.</li> <li>- To sequence a set of recent historical studies into chronological order using a given scale and begin to explain the order.</li> <li>- Use words and phrases related to topic vocabulary to do with time.</li> </ul>	<ul style="list-style-type: none"> <li>- Recount main events from a significant time in history being studied.</li> <li>- To understand how their lives are different to the lives of significant people in their lives e.g. grandparents.</li> <li>- To recount the life of a significant individual from the past and the impact they have had on our lives.</li> <li>- To explain how the local area has changed.</li> </ul>	<ul style="list-style-type: none"> <li>- about how they might have been used.</li> <li>- Use pictures and artefacts to answer questions about the past.</li> <li>- Use a range of simple sources to devise historical questions and find out about the past.</li> <li>- Ask questions about what they have heard or seen.</li> <li>- Use sources to find out about past events and significant individuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare pictures or photographs of people or events in the past</li> <li>- explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>- Discuss the reliability of photos/ accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>- talk, write and draw about things from the past</li> <li>- use historical vocabulary to retell simple stories about the past</li> <li>- use drama/role play to communicate their knowledge about the past.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Use timelines to place events in order</li> <li>- Use a timeline with dates understand that it can be divided into AD and BC.</li> <li>- Use evidence to describe changes with the dates studied.</li> <li>- Sequence several events or artefacts</li> <li>- Use words and phrase: century, decade.</li> </ul>	<ul style="list-style-type: none"> <li>- Give reasons for change through analysing evidence</li> <li>- Support own point of view using evidence</li> <li>- Understand that some evidence is limited</li> <li>- find out about the everyday lives of people in time studied compared with our life today;</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Guess what artefacts from the past were used for, using evidence to support answers.</li> <li>- To use various sources of evidence to answer questions and piece together information.</li> <li>- Devise our own questions about the past.</li> <li>- To research a given period of time.</li> <li>- To discover, identify similarities and differences between a given period of history.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and give reasons for different ways in which the past is represented -</li> <li>- Distinguish between different sources</li> <li>- compare different versions of the same story</li> <li>- Look at representations of the period – museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>- use and understand appropriate historical vocabulary to communicate information such as invasion, power, kingdoms.</li> <li>- present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</li> </ul>

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4	<ul style="list-style-type: none"> <li>- Use a timeline confidently to place significant events of a period using AD and BC.</li> <li>- Describe and make links between events and changes.</li> <li>- Use words and phrases related to the topic which denotes the period being studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand differences in social, religious, political and cultural history</li> <li>- Know some similarities and differences within a period of time- e.g. the lives of rich and poor</li> <li>- Describe how some things from the past affect life today</li> <li>- Begin to understand why some people acted as they did and give reasons</li> <li>- Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Use more complex sources of primary and secondary information</li> <li>- Choose and discriminate between a range of information, and use this to ask questions</li> <li>- Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task.</li> <li>- Give reasons for change through analysing evidence</li> <li>- Support own point of view using evidence</li> <li>- Begin to undertake their own research.</li> <li>- Understand that some evidence is limited.</li> </ul>	<ul style="list-style-type: none"> <li>-look at more than two versions of the same event or story in history and identify differences</li> <li>-Evaluate usefulness of the sources.</li> <li>-investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<ul style="list-style-type: none"> <li>- use and understand appropriate historical vocabulary to communicate information such as invasion, power, kingdoms.</li> <li>-present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides</li> <li>-start to present ideas based on their own research about a studied period.</li> </ul>
5	<ul style="list-style-type: none"> <li>- Understand the concept of decades and centuries and use this to divide the past into periods of time</li> <li>- To be able to plot significant events on a timeline across different periods and</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the main changes, cause and consequences in a period of history, from several perceptions – e.g. political, cultural</li> <li>- Understand links between history and geography</li> </ul>	<ul style="list-style-type: none"> <li>- Rank sources of information in order</li> <li>- Identify differences between different versions of the past</li> <li>- Give a balanced view of interpretations of the past, using different points of view</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> <li>start to understand the difference between primary and secondary evidence and the</li> </ul>	<ul style="list-style-type: none"> <li>-now and show a good understanding of historical vocabulary including abstract terms such as democracy, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing</li> </ul>

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	<ul style="list-style-type: none"> <li>showing a range of information.</li> <li>- Begin to identify factors in change.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Explain their own point of view, justifying this with a broad range of evidence</li> <li>- Adapt their ideas and viewpoints as new information arises</li> <li>- Use appropriate historical terms when describing the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Make conclusions with evidence as to the most likely version of events</li> <li>- Offer some reasons for different versions of events.</li> <li>- They should note connections, contrasts and trends over time.</li> <li>- Recognise when they are using primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>impact of this on reliability;</li> <li>show an awareness of the concept of propaganda;</li> </ul>	<ul style="list-style-type: none"> <li>such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> </ul>
6	<ul style="list-style-type: none"> <li>- Note connections, contrasts and trends over time</li> <li>- Speculate how present events and actions might be seen and judged in the future</li> <li>- To place significant events on a timeline confidently using a full range of dates and historical terms.</li> <li>- understand how some historical events/periods occurred concurrently in different locations.</li> </ul>	<ul style="list-style-type: none"> <li>-Bring knowledge gathered from several sources together in a fluent account.</li> <li>- Use historically valid questions about change, similarity, difference and significance.</li> <li>- Understand and use the concept of legacy, including Royal families and dynasties</li> <li>- speculate and hypothesise about the past, formulating their own theories about reasons for change</li> <li>- Describe how some changes impact both on subsequent</li> </ul>	<ul style="list-style-type: none"> <li>- Devise historically valid questions about change, cause, similarity and difference</li> <li>- Interpret the past using a range of concepts and ideas</li> <li>- Understand the role of opinion and propaganda</li> <li>- Consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</li> <li>- Be aware that different evidence will lead to different conclusions</li> </ul>	<ul style="list-style-type: none"> <li>- Link sources and work out how conclusions were arrived at</li> <li>-Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>-Be aware that different evidence will lead to different conclusions ---</li> <li>Confidently use the library and internet for research</li> <li>start to understand the difference between primary and secondary evidence and the</li> </ul>	<ul style="list-style-type: none"> <li>-now and show a good understanding of historical vocabulary including abstract terms such as democracy, religious; present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period</li> </ul>

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	<ul style="list-style-type: none"><li>- understand and describe in some detail the main changes to an aspect in a period in history;</li></ul>	<ul style="list-style-type: none"><li>- periods, and, in the long term, on today's society.</li></ul>	<ul style="list-style-type: none"><li>- Investigate their own lines of enquiry by posing historically valid questions.</li><li>- Confidently use the library or internet for research.</li></ul>	impact of this on reliability;	
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