

Progression of skills in history

Subject: HISTORY							
Historical skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding <i>N.C aim: Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day</i>	To know about routines of varying lengths including daily, weekly and seasonally	To sequence a few events, pictures or objects in chronological order using terms about the passing of time	To arrange events or objects in chronological order To identify when themselves and other members of their family were born	To make correct use of historical period terms such as ancient, medieval, modern, century and decade	To use dates to place events including AD/BC dates. To describe similarities and differences within and across different periods and suggest reasons for them	To use dates including BC and AD. To have a secure knowledge and understanding of the chronology of the history studied.	To use dates including BC and AD. To recognise characteristic features of periods and societies studied. To pick out connections, contrasts and trends over time within and across different periods
Historical enquiry <i>NC aim: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i>	To ask questions about different families, communities and traditions	To find answers to some simple questions about the past from sources of information	To ask questions about the past. To use sources such as artefacts, pictures and stories to help answer historical questions	To ask appropriate historical questions about an artefact or source and begin to propose questions for future consideration	To begin to construct informed responses to questions about change, cause, similarity, differences and significance	To construct informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information from sources	To devise historically valid questions about change, cause, similarity, difference and significance

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Historical interpretation NC aim: <i>Understand historical concepts such as continuity and change, cause and consequences, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</i>	To know about some similarities and differences between myself and others	To talk about stories and events from the past	To use a wide variety of everyday historical terms to write simple sentences about selected appropriate knowledge and understanding of history	To begin to identify the ways in which the past is represented or interpreted (sources)	To identify the ways in which the past is represented and interpreted (sources)	To understand how our knowledge of the past is constructed from a range of sources	To understand how our knowledge of the past is constructed from a range of sources
Range and depth of historical knowledge NC aim: <i>How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i> <i>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion of dissolution of empires, characteristic features of past non-European societies; achievements and follies of mankind</i>	To talk about past and present events (eg. From own life)	To begin to recognise how their life is different from people in the past. To show knowledge of changes in my own life	To recognise that their life is different from the lives of people in the past. To know some stories about the past and can retell them	To begin to identify the ways in which the past is represented and interpreted	To give reasons for the occurrence of an event and say what happened. To have a knowledge of examples of continuity and change over time, identifying what has stayed the same, what has changed and why	To use evidence to describe in detail the stories of events, people and places. To show understanding by identifying and explaining causes of events and describing/ explaining what happened as a consequence	To use evidence from sources to show knowledge by being able to describe in detail the stories of events, people and places. To demonstrate knowledge of continuity / change over time, showing understanding of their complexity

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Organisation and communication NC aim: <i>Create their own structured accounts, including written narratives and analysis</i>	To talk about things that matter to them	To begin to understand that the past can be seen in different ways	To understand some ways in which we find out about the past and identify different ways in which it is represented	To have built up a knowledge of historical terminology and vocabulary and can explain what they mean	To communicate my knowledge clearly, using paragraphs to organise ideas around a theme and use and spell historical terms accurately	To produce structured informed responses that involve thoughtful selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly with ideas linked across paragraphs	To produce structured informed responses that involve thoughtful selection and organisation of relevant historical information, making appropriate use of dates and historical terms which are spelt correctly with ideas linked across paragraphs
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Foundation Stage	Key Stage One	Key Stage Two
• Past • Present • Lives • Long ago • Events • Stories • Sequence • Time • Before • After	General vocabulary: • Old • New • A long time ago • Present • Past • Before • After • Future • Decade • Modern • Date order • Era/period Please note that each unit covered will have topic specific vocabulary	General vocabulary: • Empire • Civilisation • Parliament • Monarchy • Religion • Cause • Source • Timeline • Significant • Chronological • Conflict • Invader • Settler • Consequence • Effects • Primary/secondary evidence • Eyewitness • Culture Please note that each unit covered will have topic specific vocabulary