



**History Progression of Skills and Knowledge (2 year rolling programme)**

**EYFS:** Through **Understanding of the World (people and communities)**, the children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Chronology	<ul style="list-style-type: none"> <li>• Sequence events in own life.</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>• Match objects to people of different ages.</li> <li>• Recount changes that have occurred in own lives.</li> <li>• Use dates where appropriate.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a time line.</li> <li>• Use dates and terms related to the study unit and passing of time.</li> <li>• Sequence several events or artefacts.</li> <li>• Place events from period studied on time line.</li> <li>• Use terms related to the period and begin to date events.</li> <li>• Understand more complex terms e.g. BC/AD.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events on a time line.</li> <li>• Use relevant terms and period labels.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Place current study on time line in relation to other studies.</li> <li>• Use relevant dates and terms to draw and sequence events on a timeline.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul>
World History	<ul style="list-style-type: none"> <li>• Know and recount episodes from stories about the past</li> <li>• Identify differences between ways of life at different times within living memory</li> <li>• Recognise why people did things, why</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have wanted</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women.</li> <li>• Compare life in early and late 'times' studied.</li> </ul>

	<p>events happened and what happened as a result.</p> <ul style="list-style-type: none"> <li>• Identify differences between ways of life at different times.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul>	<p>to do something.</p> <ul style="list-style-type: none"> <li>• Describe and compare the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Use evidence to reconstruct life in time studied.</li> <li>• Identify key features and events of time studied.</li> <li>• Look for links and effects in time studied.</li> <li>• Offer a reasonable explanation for some events.</li> <li>• Describe, compare and analyse the social, ethnic, cultural or religious diversity of past society.</li> <li>• Research and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children with attitudes today.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare an aspect of life with the same aspect in another period.</li> <li>• Examine causes and results of great events and the impact on people.</li> <li>• Make comparisons between different times and the past.</li> <li>• Describe the characteristic features of the past include ideas, beliefs, attitudes characteristics of people and experiences.</li> <li>• Compare some of the time studies with those of the other areas of interest around the world.</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>
Investigate and Interpret the Past	<ul style="list-style-type: none"> <li>• Compare adults talking about the past – how reliable are their memories?</li> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Compare 2 versions of a past event.</li> <li>• Discuss reliability of photos/ accounts/stories.</li> <li>• Use and compare artefacts, pictures, stories, online sources and databases to find out</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented.</li> <li>• Look at the evidence available and be aware that different sources may present different versions of a story.</li> <li>• Observe small details of artefacts and pictures.</li> <li>• Use text books and internet to retrieve historical knowledge</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Distinguish between different sources – compare different versions of the same story.</li> <li>• Use more than one source of evidence for</li> </ul>	<ul style="list-style-type: none"> <li>• Select suitable sources of evidence to deduce information about the past giving reasons for choices.</li> <li>• Compare accounts of events from different sources- fact or fiction.</li> <li>• Offer some reasons for different versions of events.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Select and link suitable sources of evidence to deduce information about the past giving reasons for choices.</li> </ul>

	<p>about the past.</p> <ul style="list-style-type: none"> <li>Identify some of the different ways the past has been represented.</li> </ul>	<p>historical enquiry in order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> <li>Ask a variety of questions.</li> <li>Use text books, libraries, and internet to retrieve historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinions.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Confidently use the library and internet for research.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>
Communicate Historically	<ul style="list-style-type: none"> <li>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</li> <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>	<ul style="list-style-type: none"> <li>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, 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 own research about a studied period.</li> </ul>	<ul style="list-style-type: none"> <li>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>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;</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>