



Skills Progression: History



Skills	3 and 4 Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<ul style="list-style-type: none"> • Make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past • start to use stories or accounts to distinguish between fact and fiction • explain that there are different types of evidence and sources that can be used to help represent the past 	<ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past • start to use stories or accounts to distinguish between fact and fiction • explain that there are different types of evidence and sources that can be used to help represent the past 	<ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify differences; • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify differences; • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources.

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Historical Investigations	<ul style="list-style-type: none"> • Make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • choose and select evidence and say how it can be used to find out about the past. 	<ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • choose and select evidence and say how it can be used to find out about the past. 	<ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research. 	<ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research. 	<ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address historically valid questions and construct detailed, informed responses • investigate their own lines of enquiry by posing historically valid questions to answer. 	<ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address historically valid questions and construct detailed, informed responses • investigate their own lines of enquiry by posing historically valid questions to answer.

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Chronological Understanding	<ul style="list-style-type: none"> • Make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • sequence artefacts and events that are close together in time; • order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • describe memories and changes that have happened in their own lives; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<ul style="list-style-type: none"> • sequence artefacts and events that are close together in time; • order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • describe memories and changes that have happened in their own lives; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<ul style="list-style-type: none"> •sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; •understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> •sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; •understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> •order an increasing number of significant events, movements and dates on a timeline using dates accurately; •accurately use dates and terms to describe historical events; •understand and describe in some detail the main changes to an aspect in a period in history; •understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt 	<ul style="list-style-type: none"> •order an increasing number of significant events, movements and dates on a timeline using dates accurately; •accurately use dates and terms to describe historical events; •understand and describe in some detail the main changes to an aspect in a period in history; •understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt

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Knowledge and Understanding of Events, People and Changes in the Past	<ul style="list-style-type: none"> • Make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe significant individuals from the past. 	<ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe significant individuals from the past. 	<ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	<ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

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Presenting, Organising and Communicating	<ul style="list-style-type: none"> • Make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast stories, including figures from the past. • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; •talk, write and draw about things from the past; •use historical vocabulary to retell simple stories about the past; •use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; •talk, write and draw about things from the past; •use historical vocabulary to retell simple stories about the past; •use drama/role play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> •use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; •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; •start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> •use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; •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; •start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> •know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, 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. 	<ul style="list-style-type: none"> •know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, 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.