

## Progression in skills and knowledge through History

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Investigate and interpret the past	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
Build an Overview of World History	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> </ul>	<p>Describe historical events.</p> <p>Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
Understand chronology	<ul style="list-style-type: none"> <li>Begin to make sense of their own</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social,</li> </ul>

	<p>life-story and family's history.</p>	<ul style="list-style-type: none"> <li>▪ Label timelines with words or phrases such as: past, present, older and newer.</li> <li>▪ Use dates where appropriate.</li> <li>▪ Recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>▪ Use dates and terms to describe events.</li> </ul>	<p>religious, political, technological and cultural).</p> <ul style="list-style-type: none"> <li>▪ Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>▪ Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>▪ Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate Historically</b></p>	<ul style="list-style-type: none"> <li>▪ Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use words and phrases such as 'a long time ago', recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>▪ Show an understanding of concepts such as: nation and a nation's history, civilisation, monarchy, parliament, democracy, war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology.</li> <li>▪ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>▪ Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>▪ Use original ways to present information and ideas.</li> </ul>