**Progression of Skills in History**

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| **Strands**  | EYFS | Year 1  | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Chronology** | Order simple experiences in relation to themselves and others, including stories, events and experiences.  | Show their emerging knowledge and understanding of the past by: * Recognising the distinction between past and present.
* Identifying *some* similarities and differences between their own present and aspects of the past.
* Place *a few* events and objects in order by using common phrases to show the passing of time (*old, new/young, days* and *months).*

Show their developing knowledge and understanding of the past by:* Recognising the distinction between present and past in their own and other people's lives.
* Identifying some similarities and differences between ways of life in different periods.
* Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time *(before, after, a long time ago, past…).*
 | Show their increasing knowledge and understanding of the past by:* Using specialist dates and terms, and by placing topics studied into different periods (c*entury, decade, Roman, Egyptian, BC, AD…).*
* Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport.
* Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
 | Show their chronologically secure knowledge by:* Sequencing events and periods through the use of appropriate terms relating to the passing of time *(empire, civilisation, parliament, peasantry...).*
* Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
* Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
* In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*propaganda, bias, primary source, secondary source, reliability...).*
* Analyse connections, trends and contrasts over time.
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| **Events, people and changes** | * Show an interest in significant events and experiences in the lives of others, including friends and family members
* Talk about key events in our own lives and about family, friends and other people including significant people.
 | * To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to *parts* of stories, and features of events.
* Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
* Use simple stories and other sources to show that they know and understand key features of events.
 | Be able to describe some of the main events, people and periods they have studied by:* Understanding *some* of the ways in which people's lives have shaped this nation.
* Describing how Britain has influenced and been influenced by the wider world.
* Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.
 | Show their knowledge and understanding of local, national and international history by:* Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.
* Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
* Establishing a narrative showing connections and trends within and across periods of study.
* Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
* Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
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| **Communication** | * Use the language of time when talking about past and present events in their own lives.
 | * Understand and use simple historical concepts such as now/then and same/different.
* To show what they know and understand about the past in different ways *(speaking, role-play, drawing and writing).*

Understand historical concepts and use them to make simple connections and draw contrasts. | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* When doing this they should use specialist terms like *settlement, invasion* and vocabulary linked to chronology.
* Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
 | * Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
* Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
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| **Enquiry, Interpretation and Using sources** | * Find out about people, places, events, objects by asking questions and using different sources to find the answers
* Describe the features of objects, people, places at different times and make comparisons.
 | * Use sources to answer *simple* questions about the past.
* Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.
* Identify some of the *basic* ways the past can be represented.
* To begin to understand the reasons why people in the past acted as they did from a range of sources *(pictures, plays, films, written accounts, songs, museum displays, stories).*
 | * Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
* Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
* Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
* Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
* Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist *(artist’s pictures, museum displays, written sources).*
* Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
 | * Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed.
* Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
* Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
* Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
* Begin to recognise why some events, people and changes might be judged as more historically significant than others.
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