



Progression of Skills in History

The document below has been designed to show how we will cover all of the relevant history knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.

Year Group	Chronological Awareness	Knowledge and Understanding	Historical Contexts	Organise, Evaluate and Communicate Information
EYFS By the end of Reception	<ul style="list-style-type: none"> Children talk about the past and present events in their own lives and in the lives of family members. Use the language associated with time: then, before, now, next, soon. Sequence stories and walks/short journeys. 	<ul style="list-style-type: none"> They know that other children don't always enjoy the same things, and are sensitive to this. How have I changed since I was a baby? What did our parents look like when they were babies? 	<ul style="list-style-type: none"> They know about the similarities and differences between themselves and others, and among families, communities and traditions. What did we wear in winter? Why? Why What are our favourite celebrations? When do they happen? 	<ul style="list-style-type: none"> Sequence photos on a timeline of stories and books Discuss ideas in groups
KS1 By the end of Year Two	<ul style="list-style-type: none"> Sequence some events or 2 related objects in order of time. Sequence 3 people, events or objects in order using a given scale Recount changes in own life over time Use words and phrases: old, new, now, then, yesterday Remember part of stories and memories about the past. Use words and phrases: related to topic vocabulary to do with time 	<ul style="list-style-type: none"> Tell the difference between past and present in their own lives and other people lives. Recount main events from a significant time in history Listen to eye-witness accounts from grandparents. Use a range of sources to describe differences between then and now Begin to suggest why something might be different. Use evidence to explain reasons why people acted in the past as they did. 	<ul style="list-style-type: none"> Begin to identify and recount some details from the past from pictures and stories. Look carefully at pictures, eye-witness accounts or objects to find information about the past. Find answers to simple questions about the past by using source material. Ask questions about the source material. Discover about the past through role play/drama. Say how features of the period influence how events are treated. 	<ul style="list-style-type: none"> Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking. Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past.

Year Group	Chronological Awareness	Knowledge and Understanding	Historical Contexts	Organise, Evaluate and Communicate Information
LKS2 By the end of Year Four	<ul style="list-style-type: none"> • Use timelines to place events in order • Name and place dates of significant events of the period on a timeline. • Understand timelines can be divided in BCE (BC) and CE (AD) • Place certain topics on a timeline showing understanding of BCE (BC), CE (AD). • Use words and phrases: century, decade • Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period. 	<ul style="list-style-type: none"> • Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. • Show knowledge and understanding by describing features of past societies and periods. • Use evidence to find out how any of these may have changed during a time period • Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. • Suggest reasons for why there were differences between periods. • Describe how some of the past events affect life today. 	<ul style="list-style-type: none"> • Use a range of source material including visits to collate information about the past. • Understand the difference between primary and secondary sources. • Identify the difference between fact and opinion. • Give reasons why there may be different accounts of history looking at propaganda. • Look at 2 different versions of the same event and viewpoints and identify differences in the accounts. • Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions. 	<ul style="list-style-type: none"> • Present findings about past using speaking, writing, ICT and drawing skills. • Uses dates and vocabulary related to topic accurately. • Use dates and subject specific words such as monarch, settlement, invader accurately. • Suggest different ways of presenting information for different purposes. • Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.

Year Group	Chronological Awareness	Knowledge and Understanding	Historical Contexts	Organise, Evaluate and Communicate Information
UKS2 By the end of Year Six	<ul style="list-style-type: none"> Sequence historical periods Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point Identify changes within and across historical periods Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance etc Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war 	<ul style="list-style-type: none"> Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status Give short term cause and consequence of the main events, situations and changes in the period studied Describe how some changes impact both on subsequent periods, and, in the long term, on today's society Identify changes and links within and across the time periods studied Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics 	<ul style="list-style-type: none"> Question reliability of source material and can give reasons why something is or is not reliable Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts Form own opinions about historical events from a range of sources Know that people can represent events or ideas in ways that persuade others bias and propaganda Select the most appropriate source material, using primary and secondary, for a particular task 	<ul style="list-style-type: none"> Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). (Recording choice reflects the skill being taught and there is accurate use of specific dates and terms)

