

## HISTORY PROGRESSION OF SKILLS

### EYFS

	<b>Understanding the World Past and Present</b>	
<b>Nursery and Reception</b>	<ul style="list-style-type: none"><li>• Begin to make sense of their own life story and family history.</li><li>• Understand the passing of time with reference to the school day, Jewish year and the progression of the year at school.</li><li>• Use and understand time words such as 'now', 'before', 'after', 'in the past'.</li><li>• Look at familiar images from the past and point out what is the same, and what is different to today and what is the same.</li><li>• Discuss characters in books about the past and notice differences in their lives.</li><li>• Talk about the lives of people around them and their roles in society.</li><li>• Point out aspects of their local area which seem 'old' or 'new'.</li></ul>	

## KEY STAGE ONE

	<b>Chronological Understanding</b>	<b>Historical Knowledge of Events, Change, Continuity and Significance</b>	<b>Interpreting the Past</b>	<b>Using Evidence, Historical Investigations and Enquiry</b>	<b>Organisation and Communication About the Past</b>
	<p>Sequence events in their own life.</p> <p>Sequence artefacts from different periods of time.</p> <p>Use simple vocabulary relating to time.</p> <p>Use a reference book to sequence artefacts that are closer together in time.</p> <p>Sequence photographs from different periods of their life.</p> <p>Describe memories of key events in their lives.</p> <p>Use increasingly precise words to refer to smaller time periods.</p>	<p>Recognise similarities and differences between the past and present in their own and others' lives.</p> <p>Know and recount episodes from the past.</p> <p>Describe significant people from their own lives and from the past.</p> <p>Identify similarities and differences between ways of life in other time periods.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Explain what happened as a result of historical actions..</p>	<p>Use photos, pictures and artefacts to find out the past.</p> <p>Use stories to distinguish between fact and fiction.</p> <p>Discuss the reliability of memories.</p> <p>Start to compare two versions of the same event.</p> <p>Compare reliability of different sources of evidence.</p> <p>Use a range of artefacts to gain information about the past.</p>	<p>Use simple observations to answer questions about the past.</p> <p>Discuss what they would like to find out about a topic.</p> <p>Choose and select evidence to find out about the past.</p> <p>Use evidence to decide what questions they would like to answer.</p> <p>Investigate where suitable evidence can be found to find out about an event/person in the past.</p>	<p>Show an understanding of relevant historical terms.</p> <p>Talk, write and draw about events and people from the past.</p> <p>Use drama and role play to communicate knowledge about the past.</p> <p>Use historical terms such as monarchy, parliament, war, evidence and reliable.</p>

## LOWER KEY STAGE TWO

	<b>Chronological Understanding</b>	<b>Historical Knowledge of Events, Change, Continuity and Significance</b>	<b>Interpreting the Past</b>	<b>Using Evidence, Historical Investigations and Enquiry</b>	<b>Organisation and Communication About the Past</b>
	<p>Place the time studied on a time line.</p> <p>Use dates within the period being studied and show them on the timeline.</p> <p>Sequence several events or artefacts within a period of time.</p> <p>Use words related to the period and begin to date events.</p> <p>Begin to understand terms such as BCE and AD</p>	<p>Find out about everyday lives of people studied in a period.</p> <p>Compare everyday life in other times with life today.</p> <p>Identify reasons and results for others' actions.</p> <p>Understand why people in earlier times made the choices they did, and how those choices may differ from our own. Explore why.</p> <p>Identify key features of a period.</p> <p>Identify reasonable explanations for some events.</p>	<p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at different representations of the past through different sources. Identify the differences between them. Give reasons for the differences.</p> <p>Identify which evidence is available and give reasons as to why some evidence is more available than others.</p> <p>Evaluate the use of different sources</p>	<p>Use a range of evidence to find out about a period.</p> <p>Select and record information relevant to study.</p> <p>Begin to use the library and the internet for research.</p> <p>Use more than one source of evidence to gain understanding.</p> <p>Evaluate the reliability of different sources.</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p> <p>Ask a variety of questions and identify where to find possible answers.</p>	<p>Recall, select and organise historical information.</p> <p>Present information orally.</p> <p>Recreate information through drama.</p> <p>Use explanation texts and evaluative texts to communicate understanding.</p> <p>Use appropriate vocabulary such as dates, time period, era, change, chronology.</p>

## UPPER KEY STAGE TWO

	<b>Chronological Understanding</b>	<b>Historical Knowledge of Events, Change, Continuity and Significance</b>	<b>Interpreting the Past</b>	<b>Using Evidence, Historical Investigations and Enquiry</b>	<b>Organisation and Communication About the Past</b>
	<p>Know and sequence key events in time studied.</p> <p>Use relevant dates, terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Place current study on a time line. Sequence m any events within one time period.</p> <p>Understand how some historical events/periods occurred concurrently in different locations.</p>	<p>Study different aspects of life during a time period for different people.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare events in 'early' and 'late' eras of the time studied.</p> <p>Compare one aspect of life with another in the time studied.</p> <p>Find out about beliefs, behaviour and characteristics of people in different time periods.</p> <p>Compare beliefs with those of another period.</p>	<p>Compare accounts of events from different sources such as fact and fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Link sources and find out how different conclusions were reached.</p> <p>Use evidence to explain why some events happened.</p>	<p>Identify primary and secondary sources.</p> <p>Consider ways of checking the information in different souces.</p> <p>Use a range of evidence to build up a picture of past events.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet to research with increasing confidence.</p> <p>Suggest omissions and the means of finding out why they happened and where to look for relevant evidence.</p> <p>Bring knowledge gathered from several</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms</p> <p>· Select the most impactful means to communicate different types of information.</p> <p>Use original and impactful ways to present historical information.</p>

		<p>Evaluate different explanations of causes of key historical events.</p> <p>Describe social, religious, ethnic or cultural diversity in the past.</p>		<p>sources together in a fluent account.</p> <p>Understand how knowledge from the past is constructed using a range of sources.</p>	
--	--	---	--	---	--