

Skills Progression: **History**

EYFS

Chronological Understanding

- To be added

Knowledge & Interpretation

- To be added

Historical Enquiry

- To be added



YEAR 1

Chronological Understanding

- Use words and phrases like - old, new and a long time ago.
- Explain how they have changed since they were born.
- Retell a story set in the past.

Knowledge & Interpretation

- Understand that some famous people have helped our lives be better today E.g. Florence Nightingale
- Begin to identify the main differences between old and new objects.

Historical Enquiry

- Answer questions about an artefact or photograph.
- Give a plausible explanation about what an object was used for in the past.
- Find out about a famous person from the past. E.g. Neil Armstrong.



YEAR 2

Chronological Understanding

- Use words and phrases like - before I was born, when I was younger, before, after, past, present, now and then.
- Sequence a set of events in chronological order and give reasons for their order.

Knowledge & Interpretation

- Recount the life of someone famous from Britain who lived in the past E.g. Guy Fawkes.
- Explain how their local area was different in the past.
- Recount some interesting facts from a historical event. E.g. Where the Fire of London started.

Historical Enquiry

- Find out something about the past by talking to an older person.
- Research the life of a famous Briton from the past using different resources such as information books, the internet and pictures.

Skills Progression: **History**

YEAR 3

Chronological Understanding

- Describe events and periods using the words - BCE (BC), CE (AD), decade, century, ancient.
- Describe events from the past using dates.
- Use a timeline within a specific time in history to set out the order things may have happened.

Knowledge & Interpretation

- Understand that early Brits would not have communicated as we do or have eaten as we do - cave paintings (communication) Roman diet.
- Suggest why certain events happened as they did in history and why certain people acted as they did.
- Begin to picture what life would have been like for Stone Age people.

Historical Enquiry

- Use various sources of evidence to answer questions and piece together information about a period in history (introduce idea of primary and secondary sources).
- Research a specific event from the past E.g. What happened at Pompeii.
- Through research, identify similarities and differences between given periods in history E.g. between Stone Age and Romans.



YEAR 4

Chronological Understanding

- Place periods of history on a timeline showing periods of time.
- Use mathematical skills to help them work out the time differences between some major events in history i.e. those studied - Saxons, Vikings, aspects of Native American history also link to learning in previous year groups (e.g. Romans).

Knowledge & Interpretation

- Explain how events from the past has helped shape our lives.
- Understand that people, who lived in the past, cooked and travelled differently and used different weapons from us.
- Appreciate how items found belonging to the past are helping us build up an accurate picture of how people lived in the past.

Historical Enquiry

- Research two versions of an event and say how they differ.
- Communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out.

Skills Progression: History

YEAR 5

Chronological Understanding

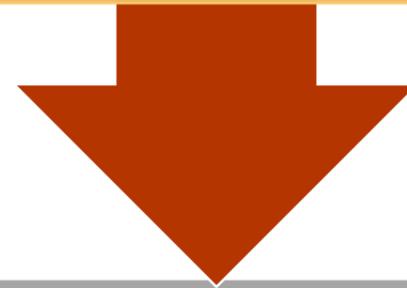
- Use dates and historical language in their work.
- Draw a timeline, with different time periods outlined, which show different information such as periods of history, when famous people lived etc.
- Be able to infer details of Egyptian civilisation by looking at its position on a timeline (making comparisons with prior learning).

Knowledge & Interpretation

- Make comparisons between historical periods; explaining things that have changed and things that have stayed the same. Build on with each new historical time period studied. E.g how has crime and punishment changed, medicines etc...
- Describe historical events from the different periods they have studied.
- Appreciate that parliament has made major decisions for a long period of time - link to laws passed in Victorian times, Education Act etc.

Historical Enquiry

- Appreciate how historical artefacts have helped us understand more about lives in the present and past.
- Research the life of a person in history who has had an influence on our life today. E.g. a Victorian inventor (Alexander Graham Bell or Thomas Edison), Dr. Barnardo.
- Understand the difference between primary and secondary sources.



YEAR 6

Chronological Understanding

- Identify where a period of history fits on a timeline.
- Place a specific event on a timeline by decade (including those studied in previous years).
- Draw timelines with a greater degree of accuracy.

Knowledge & Interpretation

- Summarise the main events from a specific period in history, explaining the order in which key events happened. E.g. WW2
- Describe features of historical events and people from past societies and periods they have studied.
- Recognise and describe differences and similarities or changes and continuity between different periods of history (inc. from ancient civilisations to modern day).

Historical Enquiry

- Describe a key event from Britain's past using a range of evidence from different sources e.g. the Blitz.
- Question and explain how the perceived role of men and women has changed over history.
- Suggest why there might be different interpretations of the same event.
- Be able to identify a source as being primary or secondary.