

# Skills Progression: History

## EYFS

### Understanding of the World - Nursery

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.

### Understanding of the World - Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

### Past and Present - Early Learning Goals

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



## YEAR 1

### Chronological Understanding

- CU1 Use words and phrases like - old, new and a long time ago.
- CU2 Explain how they have changed since they were born.
- CU3 Retell a story set in the past.

### Knowledge & Interpretation

- K11 Understand that some famous people have helped our lives be better today E.g. Florence Nightingale
- K12 Begin to identify the main differences between old and new objects.

### Historical Enquiry

- HE1 Answer questions about an artefact or photograph.
- HE2 Give a plausible explanation about what an object was used for in the past.
- HE3 Find out about a famous person from the past. E.g. Neil Armstrong.



## YEAR 2

### Chronological Understanding

- CU1 Use words and phrases like - before I was born, when I was younger, before, after, past, present, now and then.
- CU2 Sequence a set of events in chronological order and give reasons for their order.

### Knowledge & Interpretation

- K11 Recount the life of someone famous from Britain who lived in the past E.g. Guy Fawkes.
- K12 Explain how their local area was different in the past.
- K13 Recount some interesting facts from a historical event. E.g. Where the Fire of London started.

### Historical Enquiry

- HE1 Find out something about the past by talking to an older person.
- HE2 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

- CU1 Describe events and periods using the words - BCE (BC), CE (AD), decade, century, ancient.
- CU2 Describe events from the past using dates.
- CU3 Use a timeline within a specific time in history to set out the order things may have happened.

### Knowledge & Interpretation

- KI1 Understand that early Brits would not have communicated as we do or have eaten as we do - cave paintings (communication) Roman diet.
- KI2 Suggest why certain events happened as they did in history and why certain people acted as they did.
- KI3 Begin to picture what life would have been like for Stone Age people.

### Historical Enquiry

- HE1 Use various sources of evidence to answer questions and piece together information about a period in history (introduce idea of primary and secondary sources).
- HE2 Research a specific event from the past E.g. What happened at Pompeii.
- HE3 Through research, identify similarities and differences between given periods in history E.g. between Stone Age and Romans.



## YEAR 4

### Chronological Understanding

- CU1 Place periods of history on a timeline showing periods of time.
- CU2 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

- KI1 Explain how events from the past has helped shape our lives.
- KI2 Understand that people, who lived in the past, cooked and travelled differently and used different weapons from us.
- KI3 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

- HE1 Research two versions of an event and say how they differ.
- HE2 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

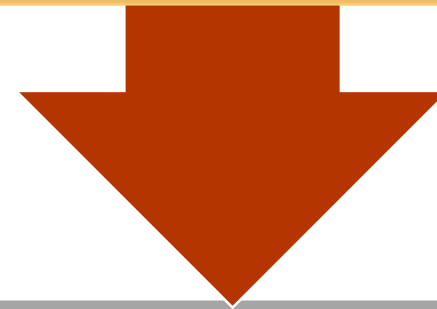
- CU1 Use dates and historical language in their work.
- CU2 Draw a timeline, with different time periods outlined, which show different information such as periods of history, when famous people lived etc.
- CU3 Be able to infer details of Egyptian civilisation by looking at its position on a timeline (making comparisons with prior learning).

### Knowledge & Interpretation

- KI1 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...
- KI2 Describe historical events from the different periods they have studied.
- KI3 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

- HE1 Appreciate how historical artefacts have helped us understand more about lives in the present and past.
- HE2 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.
- HE3 Understand the difference between primary and secondary sources.



## YEAR 6

### Chronological Understanding

- CU1 Identify where a period of history fits on a timeline.
- CU2 Place a specific event on a timeline by decade (including those studied in previous years).
- CU3 Draw timelines with a greater degree of accuracy.

### Knowledge & Interpretation

- KI1 Summarise the main events from a specific period in history, explaining the order in which key events happened. E.g. WW2
- KI2 Describe features of historical events and people from past societies and periods they have studied.
- KI3 Recognise and describe differences and similarities or changes and continuity between different periods of history (inc. from ancient civilisations to modern day).

### Historical Enquiry

- HE1 Describe a key event from Britain's past using a range of evidence from different sources e.g. the Blitz.
- HE2 Question and explain how the perceived role of men and women has changed over history.
- HE3 Suggest why there might be different interpretations of the same event.
- HE4 Be able to identify a source as being primary or secondary.