

## History progression of skills



Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Topics</b>	<b>Child led learning</b>	<b>Niel Armstrong and the Moon Landings, Kings and Queens, Nurturing Nurses</b>	<b>Great Fire of London, The Seaside, Grace Darling</b>	<b>The Stone Age, Egyptians, Romans</b>	<b>The Anglo-Saxons, The Victorians, The Maya</b>	<b>Local Area Study: Shipbuilding, Anglo-Saxons and Viking, The Tudors</b>	<b>WW2, The Ancient Greeks</b>
<b>Chronological Awareness</b>	<p>Talk about past and present events in their own lives</p> <p>Observe changes over time</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events from different periods of their life and describe memories of key events in lives.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>

		my parents/carers were young					
<b>Knowledge</b>	Talk about things they have observed as well as why things happen and how they work	Recall some facts about people/events before living memory Say why people may have acted the way they did.	Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, with help from prompts Begin to use a timeline to place important events.	Use evidence to describe the culture and leisure activities from the past.  Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
<b>Organisation and Communication</b>	Tell stories and draw what has happened to themselves and others in the past	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing,	Communicate ideas about the past using writing, drawing, diagrams, data-handling, drama role-play and storytelling	Communicate ideas about from the past using writing, drawing, diagrams, data-handling, role-play and storytelling.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play and storytelling	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play and storytelling. Plan and present a self-directed project or research about the studied period.

		Talk, write and draw things from the past	drawing and role-play				
<b>Historical Interpretation</b>	Look at similarities, differences, similarities and change	Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Explore the idea that there are different accounts of history	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
<b>Historical Enquiry</b>	To comment and ask questions about aspects of their familiar world.	Identify different ways in which the past is represented. Explore events, look at pictures and ask questions. Look at objects from the past and ask questions.	Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and visits to sites as evidence about the past. Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and visits to sites to collect evidence about the past. Ask questions and find answers about the past	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.