

Progression of History Skills Curriculum

Chronology	
EYFS	<p>Distinguish between the past, present and future.</p> <p>Begin to develop a basic awareness that time passes in sequential order and changes everyone and the world around us- can order a simple three step sequence (flower growing, building being built, story events)</p> <p>Sequence events in their own life</p>
Year 1	<p>Sequence three events or related objects (Castles- motte and bailey, stone, concentric, modern day, VE day (queen as baby, child, teenager, adult, old))</p> <p>Use time related words and phrases (old new young days months)</p> <p>Remembers parts of stories and memories about the past.</p>
Year 2	<p>Puts three events or objects in order using a given scale</p> <p>Match objects to people of different ages (handwritten scroll/ printed book/ computer)</p> <p>Uses comparative time related words and phrases (recently, before now, after)</p>
Year 3	<p>Sequence several events, artefacts or historical figures on a timeline using dates including those that are sometimes further apart</p> <p>Use terms related to the unit being studied and the passing of time (century, decade)</p> <p>Understand a time line can be divided into BC and AD</p>
Year 4	<p>Names and places dates of significant events from past on a timeline.</p> <p>Divides recent history into present (21st and 20th century) and past centuries.</p> <p>Uses words and phrases such as century, decade, before, after, BC, AD</p>
Year 5	<p>Uses timelines to place and sequence local, national and international events</p> <p>Interpret data presented in a time line</p> <p>Sequence historical periods</p> <p>Understand how some events/ periods occurred concurrently in different locations (Indus valley and Ancient Egypt)</p> <p>Identify change and continuity within and across historical periods.</p>
Year 6	<p>Use timelines to place events, period and cultural movements from around the world. (all periods studies)</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Construct their own timelines by creating their own equidistant scale, to record, describe and explain changes over time</p> <p>Uses words such as Romans, Victorians, today, cultural, technological, social</p>
Year 7	

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Interpretation (sources)	
EYFS	Begin to sort sources into clearly different categories based on own experiences. (old toys/ new toys, old fashioned clothes/ clothes I see now etc.)
Year 1	<p>Begins to identify different ways in which the past is represented (photos, stories, adults memories, old objects)</p> <p>Begins to identify and recount some details from the past from sources (pictures, objects and stories)</p>
Year 2	<p>Identify and recount details from the past from given pictures, stories, books, photos, artefacts, buildings, visits and the internet)</p> <p>Compare pictures or photographs of people or events in the past</p>
Year 3	<p>Look at two versions of the same events and identify differences in the account</p> <p>Understands why some people did things in the past</p> <p>Have a basic awareness of the concept of causation – how historical events are caused by other important past events and in turn have their own consequences</p>
Year 4	<p>Construct more detailed oral and written historical narratives which describe and explain how and why particular events unfolded over time Give reasons why there may be different accounts of history</p> <p>Begin to evaluate the usefulness of different sources</p>
Year 5	<p>Give clear reasons why there may be different accounts of history</p> <p>Know that people (now and in the past) can represent events or ideas in ways that persuade others</p>
Year 6	<p>Understand that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.</p> <p>Consider ways of checking accuracy of interpretations- fact, fiction or opinion</p> <p>Knows and understands that some evidence is propaganda, opinion and misinformation and that this affects interpretations of history.</p>
KS3	

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Enquiry (sources)	
Year 1	<p>Finds answers to simple questions about the past from sources of information (pictures and stories)</p> <p>Sort artefacts/ pictures into simple categories (now/ then)</p>
Year 2	<p>Looks carefully at pictures of objects/ artefacts / listens to stories and recounts, to find information about the past</p> <p>Ask and answer simple questions</p>
Year 3	<p>Use printed sources, the internet, pictures, photos, music, artefacts, buildings, and visits to collect information about the past</p> <p>Ask questions such as “how did people, what did people do for...”</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions</p>
Year 4	<p>Begin to use primary sources and understand they were created at the time. (Eyewitness accounts, diaries, photos, posters)</p> <p>Uses a range of sources as before and databases, interviews etc.</p> <p>Ask questions such as “what was it like or a ... during....”</p>
Year 5	<p>Ask a range of questions about the past</p> <p>Chose reliable sources of evidence to answer questions</p> <p>Realises that there is often not a single correct answer to historical questions</p>
Year 6	<p>Understands the difference between primary and secondary sources of evidence Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence</p> <p>Selects the most appropriate sources of evidence for a particular task.</p> <p>Forms own opinions about historical events from sources.</p> <p>Bring knowledge gathering from several sources together in a fluent account</p>
KS3	

Progression of History Skills Curriculum

Organisation and Communication	
EYFS	Shows an awareness of the past through role play, discussion and drawing. Can talk about significant past and present events in their own lives and their significant peoples.
Year 1	Show knowledge of the past through role play, drawing, writing, talking
Year 2	Describes objects, people and events. Write simple stories and recounts about the past Draw labelled diagrams/ create models and annotate to tell others about people, events and objects from the past. Understand some historical terms such as monarch, parliament, war, remembrance
Year 3	Presents findings using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy (invader, settler, government) Discusses different ways of presenting information for different purposes (e.g. museum, newspaper article, presentation)
Year 4	Presents information using speaking, writing, ICT, maths (data handling), drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information for a specific audience. Uses subject specific words; e.g. reigned, empire, invasion, conquer, kingdoms
Year 5	Research, organise then present historical information in an organised way using previous methods. Able to write in different ways to communicate historical understanding; letters, poems, adverts, diaries, posters, debates and guides Uses dates, terms and vocabulary accurately. (Democracy, civilisation, social, political, economic, cultural, religious) Chooses most appropriate way to present information to an audience.
Year 6	Plan and present a self- directed project or research about the studied period. Create a display? Research, select and organise information to present findings in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (writes/ tables/ charts/ labelled diagrams) Makes accurate use of specific dates and terms.
KS3	

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Chronological Understanding	
EYFS	<p>Recognise Identify Describe</p>
KS1	<p>Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate</p>
LKS2	<p>Summarise Synthesise Explain Demonstrate Understanding</p>
UKS2	<p>Empathise Reach Informed Conclusions Make reasoned Judgements Justify Apply Evaluate Critique Hypothesise</p>