**Progression in Skills – History**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** |
| **Learning** | **30-50 months**  • Remembers and talks about significant events in their own experience.  • Recognises and describes special times or events for family or friends.  **40-60 months**  **ELG**  • Children talk about past and present events in their own lives and in the lives of family members (P&C)  •Knows the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. (P&C Exceeding) | • place known events and objects in chronological order (chronological understanding)  • sequence events and recount changes within living memory (chronological understanding  • use common words and phrases relating to the passing of time, such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born (chronological understanding)  • understand key features of events (understanding of events, people and changes)  • identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)  • relate his/her own account of an event and understand that others may give a different version (historical interpretations)  • find answers to some simple questions about the past from simple sources of information (historical enquiry)  • describe some simple similarities and differences between artefacts (historical enquiry)  • sort artefacts from 'then' and 'now' (historical enquiry)  • ask and answer relevant basic questions about the past (historical enquiry)  • talk, draw or write about aspects of the past (organisation and communication) | • speak about how he/she has found out about the past (organisation and communication)  • record what they have learned by drawing and writing and beginning to do this in the style of a given genre(organisation and communication)  • show an awareness of the past, using common words and phrases relating to the passing of time, such as: in the past, when my grandparents were alive, a hundred years ago, hundreds of years ago (chronology)  • describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods  • ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events  • show understanding of some of the ways in which we find out about the past  • describe changes within living memory and aspects of change in national life  • describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries  • discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods  • describe significant historical events, people and places in his/her own locality |

|  |  |  |
| --- | --- | --- |
|  | **Year 3** | **Year 4** |
| **Learning** | • use an increasing range of common words and phrases relating to the passing of time (chronological understanding)  • describe memories of key events in his/her life using historical vocabulary (chronological understanding)   * use an increasing range of sources to investigate the same event, period or person (historical enquiry) * understand that a timeline can be divided into BC (BCE) and AD (CE) * be able to talk about the past and link this to where they found the information (historical enquiry) * record what they have learned by writing using different genres (organisation and communication) | • place some historical periods in a chronological framework (chronological understanding)  • use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry)  • communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication)  • use historic terms related to the period of study (chronological understanding)  • understand that sources can contradict each other (historical interpretations)  • use a variety of resources to find out about aspects of life in the past (historical enquiry) |
|  | **Year 5** | **Year 6** |
| **Learning** | • use dates to order and place events on a timeline (chronological understanding)  • give some reasons for some important historical events (understanding of events, people and changes)  • make comparisons between aspects of periods of history and the present day (historical interpretations)  • understand that the type of information available depends on the period of time studied  • evaluate the usefulness of a variety of sources (historical interpretations)  • compare sources of information available for the study of different times in the past (historical enquiry)  • present findings and communicate knowledge and understanding in different ways (organisation and communication)  • provide an account of a historical event based on more than one source (organisation and communication) | • describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies  • note connections, contrasts and trends over time and show developing appropriate use of historical terms  • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance  • construct informed responses that involve thoughtful selection and organisation of relevant historical information  • understand how our knowledge of the past is constructed from a range of sources  • make confident use of a variety of sources for independent research (historical enquiry)  • use evidence to support arguments (understanding of events, people and changes) |