**Progression in Skills – History**

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|  | **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 |

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|  | **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) |