



**HISTORY SKILLS PROGRESSION**

**CHRONOLOGICAL UNDERSTANDING**

| EARLY YEARS<br>FS1   | EARLY YEARS<br>FS2  | YEAR 1  | YEAR 2   | YEAR 3  | YEAR 4   | YEAR 5   | YEAR 6   |
|--|---|---|--|---|--|--|--|
| <p>Remember &amp; talk about significant times or events for family &amp; friends.</p> <p>Retell past events in correct order.</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Begin to make sense of own life-story &amp; family's history.</p> | <p>Use talk to organise, sequence and clarify thinking and events.</p> <p>Compare &amp; contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> | <p>Sequence events in their own life.</p> <p>Match objects to people of different ages.</p> <p>Sequence 3 or 4 artefacts from different periods of time.</p> <p>Discuss how things have changed since parents/grandparents were born.</p> | <p>Sequence photographs and objects from periods of their own life.</p> <p>Sequence events or artefacts (on a timeline).</p> <p>Talk about people or events from the past.</p> <p>Connect new learning of historical events/people to previous learning.</p> | <p>Place events, artefacts and historical figures on a timeline and link with previous learning.</p> <p>Begin to use dates and historical terms to describe events, including BC /AD</p> <p>Begin to understand the concept of change overtime.</p> | <p>Place dates, events and historical terms from a particular time period on a timeline.</p> <p>Understand more complex historical terms eg BC/AD / BCE / CE</p> <p>Discuss and represent change over time with evidence from various sources.</p> | <p>Accurately recall dates of events in history and sequence them (present and prior learning).</p> <p>Create timelines that outline development of specific features (eg: weaponry, transport or medicine).</p> <p>Understand and discuss the concept of continuity/change over time (with support of a timeline).</p> <p>Identify connections and contrasts within known time periods.</p> | <p>Use and recall dates/ historical terms accurately to describe and sequence events (present and prior learning).</p> <p>Create and provide detailed timelines that outline development of specific features and be able to describe these changes in a period of history.</p> <p>Begin to understand the concept of continuity/change over time, linking this with supporting evidence.</p> <p>Discuss detailed connections/contrasts with these time periods.</p> |



| HISTORICAL ENQUIRY   |   |  |   |   |   |  |   |
|--|---|--|---|---|---|--|---|
| EARLY YEARS FS1  | EARLY YEARS FS2   | YEAR 1   | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5   | YEAR 6  |
| <p>Understand why and how questions.</p> <p>Asks who, what, when &amp; how.</p> <p>Question and explain why things happened.</p> | <p>Understand questions such as who, why, when, where &amp; how.</p> <p>Ask questions to find out more &amp; to check understanding of what has been said.</p> <p>Engage in non-fiction books to find out more.</p> | <p>Ask closed questions to find out more about the past (<i>Who was that? What year was this?</i>).</p> <p>Answer questions using an information source (books or pictures).</p> <p>Show some understanding of how people find out about the past.</p> | <p>Ask more open-ended questions to reflect on the past (<i>What was it like for people in...? Why did they ...?</i>).</p> <p>Answer questions using reference to a specific source (such as an information book or picture).</p> <p>Show understanding of how evidence is collected &amp; used to make historical facts and find out about the past.</p> | <p>Begin to use evidence to ask questions and find out more about the past.</p> <p>Begin to use research skills to find out about a time period studied.</p> <p>Use at least one source of evidence to provide a more detailed answer about the past.</p> <p>Begin to consider 'What is a suitable source of evidence?'</p> | <p>Reflect upon varied evidence sources to ask varied questions and build a more detailed picture about the past.</p> <p>Use a variety of sources to improve research and use them to build detailed pictures.</p> <p>Distinguish between primary and secondary sources.</p> <p>Begin to understand that historians make informed choices about relevant sources to tell us about the past.</p> | <p>Devise historically valid questions about historical periods.</p> <p>Compare two different forms of evidence for their suitability.</p> <p>Make informed choices and analyse more than one source of evidence in order to justify claims about the past in a written response.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives.</p> | <p>Devise historical questions about change, cause, similarities, differences, and significance relating to the period studied.</p> <p>Analyse a wide range of evidence in order to justify claims about the past.</p> <p>Bring knowledge gathered from several sources together in a fluent account, giving one or more reasons to support a historical argument.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> |



**KNOWLEDGE AND INTERPRETATION OF HISTORY**

| EARLY YEARS<br>FS1   | EARLY YEARS<br>FS2   | YEAR 1  | YEAR 2  | YEAR 3  | YEAR 4   | YEAR 5   | YEAR 6  |
|--|--|---|---|---|--|--|---|
| <p>Develop an understanding of growth, decay and changes over time.</p> <p>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world.</p> <p>Bring in photographs to discuss past.</p> <p>Preserve memories of special events e.g. make a book, video, photos.</p> <p>Share stories about people from the past who have an influence on the present.</p> | <p>Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events.</p> <p>Ask questions to find out more &amp; to check understanding of what has been said.</p> <p>Articulate ideas &amp; thoughts in well-formed sentences.</p> | <p>Recall facts from historical events.</p> <p>Name significant individuals from the past &amp; talk about why they're significant.</p> <p>Begin to describe similarities and differences between 'then and now'.</p> <p>Know there are different ways to represent the past (photos, books, artefacts etc.).</p> | <p>Link known facts to describe historical events.</p> <p>Describe significant individuals from the past and describe how their actions changed our lives today.</p> <p>Confidently describe similarities and differences between two different time periods.</p> <p>Identify different ways to represent the past.</p> | <p>Provide reasons why certain events happened in history.</p> <p>Recall historical facts about our local area.</p> <p>Make links between events from the past and our lives today.</p> <p>Begin to describe social, cultural or religious beliefs of societies in the past.</p> <p>Identify causes and consequences of some main historical events.</p> <p>Make reference to different ways the past has been represented.</p> | <p>Give reasons why certain historical events happened and begin to link to evidence.</p> <p>Explain causes and consequences of some events in history.</p> <p>Use retrieval to compare between social, cultural and religious beliefs of a society in the past.</p> <p>Discuss causes and consequences of main historical events.</p> <p>Understand the difference between, and relevance of, both primary and secondary sources.</p> | <p>Describe, with some detail, any historical events they are studying/have studied and link to evidence.</p> <p>Make links between significant events in history and discuss the influence they have had on our lives today.</p> <p>Describe social, cultural or religious beliefs of a past society.</p> <p>Make some comparisons and contrasts between history periods with reference to evidence.</p> <p>Understand how our knowledge of the past is</p> | <p>Provide more detailed accounts of historical events they are studying/have studied and link with more than one source of evidence.</p> <p>Explain with increasing detail how significant events in history have influenced our lives today.</p> <p>Describe social, cultural or religious beliefs of societies in the past with links to diversity between different groups.</p> <p>Make detailed comparisons between different periods of history with reference to evidence and historical facts learnt.</p> |



|   |  |  |  |  |   | constructed from a range of sources.                                     | Explain why and how our knowledge of the past is constructed from a range of sources. |
|---|--|--|--|--|---|--|---|
| VOCABULARY  |  |  |  |  |   |  |   |
| EARLY YEARS FS1   | EARLY YEARS FS2  | YEAR 1   | YEAR 2   | YEAR 3   | YEAR 4  | YEAR 5   | YEAR 6  |
| yesterday, last week, at the weekend, this morning, last night - how, why, because I can see, I saw, same, different, change, what happened? Why? 'because' | yesterday, last week, at the weekend, this morning, last night how, why, because, find out, I wonder what, if, when, why I can see, I saw, same, different, similar, change, what happened? because, explain | in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, explain, facts, reasons, events, actions | years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the ... period, in ... times, wonder, find out, evidence, collect, points of view, opinion, historical, research, sources of information, resources, artefacts, objects, historians, investigate explain, reasons, events, causes, impact, consequences, affected, actions, time periods | dates, BC, AD, time period, change, ancient, century, decade | dates, time period, era, change, chronology, ancient, century, decade, BC, AD, BCE / CE | dates, time period, era, chronology, continuity, change, century, decade | dates, time period, era, chronology, continuity, change, century, decade, legacy      |



| COVERAGE AND PROGRESSION OF THE NATIONAL CURRICULUM FOR HISTORY - CHRONOLOGICAL UNDERSTANDING |                    |   |   |  |   |  |  |
|---|--------------------|---|---|--|---|--|--|
| EARLY YEARS<br>FS1  | EARLY YEARS<br>FS2 | YEAR 1  | YEAR 2  | YEAR 3   | YEAR 4  | YEAR 5   | YEAR 6   |
|   |                    | To know where the people and events they study fit within a chronological framework |   | To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. |   | To maintain a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study |  |
|   |                    | To be able to place some historical events in chronological order.                  | To be able to place some people and historical events in chronological order. | To be able to place events studied in British and local history in chronological order.  | To be able to place events studied in British, local and world history in chronological order | To be able to place events studied in British, local and world history in chronological order and begin to explain their importance on the time-line.                        | To be able to place events studied in British, local and world history in chronological order and explain their importance on the time-line. |

| COVERAGE AND PROGRESSION OF THE NATIONAL CURRICULUM FOR HISTORY - HISTORICAL ENQUIRY   |   |   |
|--|---|---|
| KEY STAGE ONE  | LOWER KEY STAGE 2   | UPPER KEY STAGE TWO   |
| <ul style="list-style-type: none"> <li>To be able to develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>To be able to know where the people and events they study fit within a chronological framework.</li> <li>To be able to identify similarities and differences between ways of life in different periods.</li> <li>To be able to use a wide vocabulary of everyday historical terms.</li> <li>To be able to ask and answer questions.</li> <li>To be able to choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>To be able to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> | <ul style="list-style-type: none"> <li>To begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>To begin to identify connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>To begin to construct informed responses that involves thoughtful selection and organisation of relevant historical information.</li> <li>To begin to understand how our knowledge of the past is constructed from a range of sources.</li> </ul> | <ul style="list-style-type: none"> <li>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>To continue to develop and identify connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>To regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>To be able to construct informed responses that involves thoughtful selection and organisation of relevant historical information.</li> <li>To be able to understand how our knowledge of the past is constructed from a range of sources</li> </ul> |

| COVERAGE AND PROGRESSION OF THE NATIONAL CURRICULUM FOR HISTORY - KNOWLEDGE AND INTERPRETATION OF HISTORY  |   |  |
|--|---|--|
| KEY STAGE ONE  | LOWER KEY STAGE 2   | UPPER KEY STAGE TWO  |
| <ul style="list-style-type: none"> <li>To be able to recognise changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>To be able to have an understanding of events beyond living memory that are significant nationally or globally [for example, the <b>Great Fire of London</b>, the first aeroplane flight or <b>events commemorated through festivals or anniversaries</b>]</li> <li>To be able to know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and <b>Queen Victoria</b>, <b>Christopher Columbus</b> and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and <b>LS Lowry</b>, <b>Rosa Parks</b> and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>To be able to know about significant historical events, people and places in their own locality.</li> </ul> | <ul style="list-style-type: none"> <li>To be able to understand and explain the changes in Britain from the Stone Age to the Iron Age</li> <li>To be able to explain how the Roman Empire impacted Britain.</li> <li>To be able to know about Britain's settlement by Anglo-Saxons and Scots.</li> <li>To be able to understand the Viking struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>To be able to recognise the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China.</li> <li>To be able to study an aspect of local history that extends pupils' chronological knowledge beyond 1066.</li> </ul> | <ul style="list-style-type: none"> <li>To be able to study an aspect of local history that extends pupils' chronological knowledge beyond 1066.</li> <li>To be able to learn about Ancient Greece – studying some of their achievements and their influence on the western world</li> <li>To be able to study a non-European society that provides contrasts with British history (one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300).</li> <li>To be able to study an aspect of local history that continues to develop and secure the knowledge gained in LKS2 that extends pupils' chronological knowledge beyond 1066.</li> </ul> |