



Skills Progression: History

Year	Construct and sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
EYFS links	<p>Communication & language: Express themselves effectively, showing awareness of listeners needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>KUW: Remember and talk about significant events in their own experience. Talk about past & present events in their own lives and families lives. They know about similarities & differences between themselves and others, among families, communities and traditions.</p>					
1	<ul style="list-style-type: none"> Recognise the difference between 'old' and 'new' Know where some basic events fit on a timeline, relating to their topic Place some basic events onto a timeline and use this to support the retelling of past events 	<ul style="list-style-type: none"> Say how something is different in the past Develop a sense of time and how fast things change (e.g. differences in their/ their parents/ their grandparents lifetimes) 	<ul style="list-style-type: none"> Show an understanding of some key events Start to think about the reasons why things might change (eg. Improvements/ making life more fun or easier) 	<ul style="list-style-type: none"> Begin to understand why events being studied are important Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger</i> 	<ul style="list-style-type: none"> Ask and answer some historical questions Sort pictures/objects/event s into 'old' and 'new' 	<ul style="list-style-type: none"> Use pictures and photographs to extract some information about the past Begin to recognize different ways we can learn about the past (e.g. From images, objects, stories, first-hand witnesses)
2	<ul style="list-style-type: none"> Record some events onto a timeline Know where some key people fit on a timeline Remember a few significant names and dates Use common words associated to the passing of time(now, then , before) 	<ul style="list-style-type: none"> Say how lifestyles (school, work, play etc) were the same or different in the past Describe differences between then and now Discuss the speed of change- sometimes in slow increments, sometimes in leaps 	<ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened Begin to think about the impact that historical events have had on modern day life 	<ul style="list-style-type: none"> Understand why people and events being studied are important Begin to express preferences and justify them with evidence/facts (eg. Who was the greatest inventor, explorer, queen ?) 	<ul style="list-style-type: none"> Ask and answer historically relevant questions Use historical vocabulary (e.g. past, present, recently, years, decades, centuries) Compare events from different periods 	<ul style="list-style-type: none"> Use a range of sources (e.g. pictures, photos, artefacts, stories, text books, field trips etc. to extract some information about the past Begin to piece together clues from a variety of different sources
3	<ul style="list-style-type: none"> Develop knowledge of local and British history on the wider 	<ul style="list-style-type: none"> Investigate everyday life for people in the past, 	<ul style="list-style-type: none"> Questions, investigate and 	<ul style="list-style-type: none"> Ask and answer questions about how and why events and 	<ul style="list-style-type: none"> Construct relevant questions about history and begin to suggest 	<ul style="list-style-type: none"> Use a range of sources or artefacts (written

	<p>timelines to reach from the Stone Age to modern day)</p> <ul style="list-style-type: none"> Place events of British history on a timeline, using dates Begin to understand the scale of history (e.g. the Bronze Age lasted for 2000 years, but vast amounts of change in last century) 	<p>including clothing, food houses beliefs and leisure activities and recognise how these were similar / different to the modern day</p> <ul style="list-style-type: none"> Explore change at a local level, investigating the impact of national and global events 	<p>give reasons for events in the past</p> <ul style="list-style-type: none"> Describe the impact events in the more distant past on modern life 	<p>people being studied are significant</p> <ul style="list-style-type: none"> Express preferences and personal responses to topics being studied and back them up with evidence/facts 	<p>how these may be answered</p> <ul style="list-style-type: none"> Carry out local history study (how did history shape the area? What evidence can we still find?) Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age 	<p>visual or oral) to learn more about the past</p> <ul style="list-style-type: none"> Consider the range of sources available when we study different historical periods (e.g. why do we know much more about the Vikings than the Stone Age?)
Year	Construct and sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
4	<ul style="list-style-type: none"> Position a growing range of eras and events on a timeline (e.g. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes) Separate out timeline of Britain from global events and recognize that some events are more globally important than others 	<ul style="list-style-type: none"> Ask and answer questions about similarities and differences Begin to have an understanding of broader trends Explore differences between different people living at the same time 	<ul style="list-style-type: none"> Independently question the reasons behind historical events and changes Give increasingly accurate answers to these questions Describe how events/people being studied have had an impact on the modern world 	<ul style="list-style-type: none"> Can ask and answer questions about how and why events/people are significant Show empathy for people living in the past, recognizing what their lives would have been like and how they would have behaved 	<ul style="list-style-type: none"> Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognizing the difference between primary and secondary sources Use historical terms correctly 	<ul style="list-style-type: none"> Understanding that historical knowledge comes from a range of sources Look at two versions of the same events identifying how they are different/similar Question the accuracy of modern depictions of historical events
5	<ul style="list-style-type: none"> Develop a clear understanding of the order of the time periods that they studied (all units from KS1/2) Place world history events on a timeline using the correct dates and labels 	<ul style="list-style-type: none"> Discuss changes, similarities and differences Deepen understanding of trends/themes over time Describe what life was like for people living at the same point (rich/poor, 	<ul style="list-style-type: none"> Ask and answer clear and accurate questions about what happened Ask 'why' questions to further historical understanding Debate and discuss different 	<ul style="list-style-type: none"> Deepen their understanding that historical knowledge comes from a range of sources Understand that there can be many versions of the same events in history, giving 	<ul style="list-style-type: none"> Select appropriate evidence to answer a question, and recognize that there is often not a single right answer to a historical question Draw conclusions on what happened based on study a range of sources 	<ul style="list-style-type: none"> Accept, reject and comment on how useful sources are when carrying out research Recognize that not all sources are equally valid and that some evidence may come from propaganda or opinion

		military/civilians etc)	opinions about historical causes and effects	reasons why these may exist		
6	<ul style="list-style-type: none"> Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1/2) Comment on trends that happen over time Annotate a timeline with historical terms and facts, showing a sense of historical scale 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences and challenge responses Discuss and debate trends and themes over time Describe changes across an historical period (considering social, political, cultural and technological changes) 	<ul style="list-style-type: none"> Independently ask and answer clear and accurate questions about the past Discuss and compare a range of plausible causes and effects Investigate and describe legacies for the modern world, investigating and discussing how ancient civilizations can still have an impact on our lives 	<ul style="list-style-type: none"> Recognise that some events and people are more significant than others, and use evidence to back up responses Understand that historical knowledge comes from a range of sources Make links between historical events, changes and cultures across a range of periods studied 	<ul style="list-style-type: none"> Consider validity of different sources and select reliable, appropriate resources to answer a specific question Reach conclusions on what happened based on the study of a range of sources Reflect on enquiries and identify ways in which they could be improved or extended 	<ul style="list-style-type: none"> Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate Challenge the accuracy, validity and usefulness of artifacts, texts, photographs, online resources etc when investigating historical sources

Respect Inclusive Creative Hardworking