



## History Skills Progression – end of year expectations

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Chronological Understanding	<p><b>NURSERY</b></p> <p>Observe the world around them, identifying when something has already happened in their daily routine</p>	<p><b>Develop a simple awareness of the past</b></p> <p><b>Sequence events</b> in their life</p> <p>Sequence 3 to 4 <b>artefacts from distinctly different</b> periods</p> <p>Match objects to people of different ages</p> <p>Place events on a simple timeline</p>	<p>Check with reference book</p> <p><b>Sequence photographs</b> from different periods of <b>their life</b></p> <p>Sequence <b>artefacts closer together in time</b></p> <p>Place events on a simple timeline, <b>adding times previously studied</b></p>	<p>Use terms related to the study unit and passing of time</p> <p>Place the time studied on a timeline, <b>compare</b> where this fits in to topics previously studied</p>	<p>Use terms related to the period and <b>begin to date events</b></p> <p>Understand more complex terms e.g BC/AD/Century</p> <p><b>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied</b></p>	<p>Use relevant terms and <b>period vocabulary</b></p> <p><b>Make comparisons</b> to other times studied</p> <p>Compare an aspect of life from <b>two</b> different periods.</p>	<p>Use relevant <b>dates</b></p> <p>Place <b>current study</b> on time line <b>in relation to their previous studies</b></p>
	<p><b>RECEPTION</b></p> <p>Remember and talk about significant events in their own lives</p>						

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Range and depth of historical knowledge	<p><b>NURSERY</b></p> <p>Identify simple similarities and differences</p>	<p>Recognise the <b>difference between past and present</b> in their own and others' lives</p> <p><b>Know and recount episodes from stories</b> about the past, <b>knowing and understanding key events</b></p> <p>Talk about <b>simple similarities and differences</b> between life at different times</p>	<p><b>Recognise why</b> people did things and why events happened</p> <p><b>Identify</b> differences between ways of life at different times</p> <p>Compare <b>two</b> versions of a past event</p> <p>Compare <b>pictures or photographs</b> of people or events in the past</p> <p>Discuss the <b>reliability</b> of photos/accounts/stories</p>	<p><b>Find out about</b> everyday lives of people in time studied and compare with our life today</p> <p><b>Identify reasons</b> for and the results of people's actions</p> <p><b>Understand why</b> people may have wanted to do something</p>	<p><b>Use evidence to reconstruct life in time studied</b></p> <p><b>Identify key features and events of time studied</b></p> <p><b>Offer reasonable explanation for some events</b></p>	<p>Study different people in history – differences between men and women</p> <p><b>Examine causes and results</b> of great events and the impact on people</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Compare <b>beliefs and behaviour</b> with another time studied</p> <p><b>Explain</b> a past event in terms of cause and effect <b>using evidence</b> to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
	<p><b>RECEPTION</b></p> <p>Notice and talk about similarities and differences</p>						



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Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Interpretations of History	<b>NURSERY</b>  Begin to understand that their life is made up of special times and events	Use stories to distinguish between fact and fiction and to remember key Historical facts  <b>Talk about simple ways in which the past is represented</b> e.g. paintings, photos, artefacts  Compare adults talking about their past – How reliable are their memories?	<b>Identify ways that the past is represented</b> and discuss reliability of evidence e.g. photos, paintings, accounts, stories.  <b>Compare two versions</b> of a past event	<b>Look at representations</b> of the period e.g. Museum, cartoons etc.  <b>Identify and give reasons</b> for the different ways in which the past is represented  Make connections and note the cause and effect in Historical periods studied	<b>Look at and evaluate</b> the evidence available  <b>Begin to evaluate the usefulness</b> of different sources  Use textbooks and own growing Historical knowledge to gain a better perspective	<b>Compare different accounts of events</b> from different sources – fact or fiction  Offer some reasons for different versions of events	Be aware that different evidence will lead to different conclusions
	<b>RECEPTION</b>  Recognise and describe special times or events for family or friends						

Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Historical Enquiry	<b>NURSERY</b>  Observe and engage in learning about the world around them	<b>Find answers</b> to simple questions about the past from sources of information e.g artefacts and pictures  Ask and answer <b>simple Historical questions</b>	<b>Observe and handle sources and evidence</b> to ask and answer questions about the past based on simple observations	<b>Distinguish between different sources</b> – compare different versions of the same story  <b>Use a range of sources</b> to find out about a period  <b>Observe</b> small details – artefacts, pictures  <b>Select and record</b> information relevant to the study  <b>Begin to use</b> the internet and library for research	<b>Use evidence</b> to build up a picture of a past event  <b>Use textbooks</b> and historical knowledge  <b>Use</b> the library and internet for research  Answer and <b>begin to devise own</b> Historically valid questions	<b>Begin to identify</b> primary and secondary sources  <b>Confidently use</b> the library and internet for research  Answer and devise own Historically valid questions <b>about change, cause, similarity and difference and significance</b>	<b>Recognise</b> primary and secondary sources  <b>Link sources</b> and work out how conclusions were arrived at  <b>Bring knowledge gathered from several sources together</b> in a fluent account  Consider ways of checking accuracy of interpretations – fact or fiction and opinion
	<b>RECEPTION</b>  Ask and answer questions about the world around them						

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Skill	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Organisation and communication	<p><b>NURSERY</b></p> <p>Use simple words to talk about the passing of time eg, old, new</p>	<p>Communicate their knowledge through role play and making models</p> <p><b>Use simple terms</b> to talk about the passing of time</p>	<p>Communicate their knowledge through <b>asking and answering simple questions, drawing</b> and role play</p> <p><b>Begin to use historical terms</b> to talk about passing time</p>	<p>Communicate their knowledge through <b>discussion, pictures, drama and writing</b></p> <p><b>Use</b> historical terms to talk about passing time</p> <p><b>Begin to construct</b> own responses that involve thoughtful selection and organisation of relevant Historical information</p>	<p>Communicate their knowledge through discussion, reading, writing and ICT</p> <p>Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p> <p>Construct own responses beginning to select and organise relevant Historical information</p>	<p>Communicate their knowledge through <b>relevant historical discussion</b>, reading, writing and ICT</p> <p>Recall, select and organise historical information</p> <p><b>Construct informed responses</b> that involve thoughtful selection and organisation of relevant Historical information</p>	<p>Communicate their knowledge through <b>historical enquiry</b>, reading, writing and ICT</p> <p><b>Select and organise information</b> to produce structured work, making appropriate use of dates and terms</p>
	<p><b>RECEPTION</b></p> <p><b>Begin to use simple historical vocabulary to talk about the passing of time eg, once upon a time, a long time ago</b></p>						