



Whole School Progression of Skills

HISTORY

EYFS	Key Stage One		Key Stage Two					
30 – 50 months 40 – 60+ months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
History Objectives								
<p><u>(Understanding the World)</u> Children talk about past and present events in their own lives and in the lives of family members.</p> <p><u>(Communication and Language)</u> Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>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</p> <p>Significant historical events, people and places in their own locality</p>		<p><u>Pre-Roman Britain</u> Pupil should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><u>Roman Britain</u> Pupil should be taught about the Roman empire and its impact on Britain</p> <p><u>Ancient Civilizations</u> Pupils should be taught about 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: a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China</p> <p><u>Ancient Greece</u> Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p><u>Local History</u> Pupils should be taught about an aspect of local history</p>		<p><u>Anglo-Saxons & Scots</u> Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p>Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Non-European Study</u> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><u>Extended chronological study</u> Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: a. early Islamic civilization, including a study of Baghdad c. AD 900; b. Mayan civilization c. AD 900; or c. Benin (West Africa) c. AD 900-1300</p>			

Chronological Understanding

30-50 months:

- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)

- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

40-60+ months:

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Understand the difference between things that happened in the past and the present.

- Describe things that happened to themselves and other people in the past.

- Understand and use the words past and present when telling others about an event.

- Recount changes in my own life over time.

- Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.

- Use a timeline to place important events.

- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

- Use a timeline to place historical events in chronological order.

- Describe dates of and order significant events from the period studied.

- Describe the main changes in a period in history.

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

- Order significant events, movements and dates on a timeline.

- Describe the main changes in a period in history.

- Identify and compare changes within and across different periods.

- Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Knowledge & Understanding of Events

30-50 months:

- Shows an interest in different occupations and ways of life.

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.

- Talks about why things happen and how things work.

- Developing an understanding of growth, decay and changes over time.

40-60+ months:

- Enjoys joining in with family customs and routines.

- Looks closely at similarities, differences, patterns and change.

- Use information to describe the past.

- Describe the differences between then and now.

- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.

- Recall facts about the main events/people from a significant event in history.

- Use evidence to describe the culture and leisure activities from the past.

- Use evidence to describe the clothes, way of life and actions of people in the past.

- Use evidence to describe buildings and their uses of people from the past

- Use evidence to show how the lives of rich and poor people from the past differed.

- Describe similarities and differences between people, events and artefacts studied.

- Describe how some of the things I have studied from the past affect/influence life today

- Choose reliable sources of information to find out about the past.

- Give reasons why changes may have occurred, backed up by evidence.

- Describe similarities and differences between some people, events and artefacts studied.

- Describe how some of the things studied from the past affect/influence life today.

- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p><u>40-60+ months:</u></p> <ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change. - Listen and respond to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> - Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	<ul style="list-style-type: none"> - Explore the idea that there are different accounts of history. - Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> - Evaluate evidence to choose the most reliable forms. - Know that people both in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
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Historical Interpretation

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Questions why things happen and gives explanations. Asks e.g. who, what, when, how. <p><u>40-60+ months:</u></p> <ul style="list-style-type: none"> - Listen and respond to ideas expressed by others in conversation or discussion. - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> - Identify different ways in which the past is represented - Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" - Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. - Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. - Ask questions and find answers about the past. 	<ul style="list-style-type: none"> - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer.
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Historical Enquiry

<p><u>30-50 months:</u></p> <ul style="list-style-type: none"> - Can retell a simple past event in correct order (e.g. went down slide, hurt finger) - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <p><u>40-60+ months:</u></p> <ul style="list-style-type: none"> - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> - Describe objects, people or events in history. - Use timelines to order events or objects or place significant people. - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	<ul style="list-style-type: none"> - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Plan and present a self-directed project or research about the studied period.
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Subject specific vocabulary

	<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
Vocabulary	Order Old Past New Present Long ago Future History Long ago Families Change Time Community Today Yesterday Tomorrow Month Week Year	Timeline Events Artefacts Facts Opinions Interpret Century Photographs Explain Memories Ancient	Chronological order Sequence Significant Recent Research Impact Earlier Later Now/then Evidence Lifetime Inference	Era Period Archaeology Archaeologist Museum Excavate Bias BC (Before Christ) AD (Anno Domini) BCE (Before Common Era) CE (Common Era)	Modern Impact Effects Consequences Suggest Infer Continuity Cause/causation Change Version Point of view	Analyse Debate Reliable Evaluate Eye-witness Primary evidence Secondary evidence Comparison Influence persuade	Summarise Civilizations Propaganda Legacy Ambiguous Significant Societies Concurrent