

Curriculum - Progression of Skills



**Subject: History**

**Subject Leader(s): Lucy Knott/Kathryn Parkinson**

**Core concepts:  
Chronological Understanding  
Identify changes in the past  
Historical Enquiry Skills  
Organisation and Communication**

Skill domain	2-3s 3-4s Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Begin to make sense of their own life-story and family's history. (3 &amp; 4 yr olds)</p> <p>Use everyday language related to time.</p> <p>Order and sequence familiar events.</p> <p>Talk about lives of family members.</p>	<p>Sequence some events or 2 related objects in order.</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past.</p> <p>Recount changes in own life over time.</p>	<p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Identify similarities and differences between periods.</p> <p>Know where all people/events studied fit into a chronological order.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>Start noticing clear narratives across periods studied.</p>	<p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Make own timelines using mathematical knowledge to demonstrate scale.</p> <p>Establish clear narratives within and across periods studied.</p>

<p><b>Identify changes in the past</b></p>	<p>Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>Look closely at similarities, differences, patterns and change.</p> <p>Recognise special times and events for family and friends.</p>	<p>Tell the difference between past and present in own and other people's lives.</p> <p>Make simple observations about different types of people and events.</p> <p>Talk about who was important in the past.</p>	<p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant event in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>Identify similarities and differences between ways of life in specific times.</p> <p>Describe a historical figure and their importance.</p>	<p>Uses evidence to find out about change during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Can discuss the impact and causes of historical change in Britain.</p>	<p>Can discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p>
<p><b>Historical Enquiry Skills</b></p>	<p>Question why things happen.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past (Reception)</p> <p>Understand the past through settings, character and events encountered in books read in class. (ELG)</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Looks at books and pictures (eye-witness accounts, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p> <p>Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?',</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p> <p>Uses printed sources and artefacts to find information about the past.</p> <p>Asks questions such as 'how did people ....? What did people do for ....?'</p>	<p>Gives reasons why there may be different accounts of history.</p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources/artefacts/photo graphs to find information about the past.</p> <p>Asks questions such as 'what was it like for a ..... during .....?'</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Uses a variety of resources to collect information about the past.</p> <p>Asks a range of questions about the past.</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects</p>

						<p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>interpretations of history.</p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
<p><b>Organisation and communication</b></p>	<p>Talk about the lives of people around them and their roles in society. (ELG)</p> <p>Know that information can be retrieved from books and computers.</p> <p>Record, using marks they can interpret and explain.</p>	<p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p> <p>Choose and use parts of stories to show understanding.</p>	<p>Describes objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p> <p>Can recount stories and other sources and use these to explain.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy</p> <p>Select relevant historical information.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invader</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience.</p> <p>Explains definitions of subject specific words.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way</p> <p>(eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>