



This progression of skills document details how each key skill develops sequentially in History throughout school.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Order simple experiences in relation to themselves and others including stories, events, experiences. Use language of time when talking about the past/present events in their own lives. E.g. today, yesterday, tomorrow, old, new, past, future, before and after. 	<ul style="list-style-type: none"> 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. Order and sequence a set of familiar events or objects 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. <p><u>Examples</u> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages</p>	<ul style="list-style-type: none"> Order and sequence events and objects. Recognise that their own lives are similar and/or different from the lives of people in the past. Understand and use common words concerned with the passing when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. <p><u>Examples</u> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life. Describe memories of key events in lives</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify where people and events fit into a chronological framework. Use dates and historical terms when ordering events and objects. Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term scales. 	<ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short term and long term scales.
Knowledge and understanding	<ul style="list-style-type: none"> Show an interest in significant events and experiences in the lives of others, including friends and family members. 	<ul style="list-style-type: none"> Tell the difference between past and present in their own lives and other people lives. Retell some events beyond their living memory. Begin to suggest why something might be different and describe some changes within their living memory. 	<ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Develop awareness of significant historical events, people and places in their locality. Demonstrate awareness of the lives of significant individuals 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied (Stone Age to Iron Age, Romans etc. and its impact on Britain.) Describe and give reason from some of the changes happening in the time studied. Compare with our life today Identify reasons for and results of people's actions 	<ul style="list-style-type: none"> Use evidence to describe what was important to 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. 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied



Bolton-le-Sands C of E Primary School

History progression of skills



<p>Historical Enquiry, interpretation and using sources.</p>	<ul style="list-style-type: none"> Find out about people, places, events, objects, ask questions, use different sources to find the answers, Describe features of objects, people, places at different times and make comparisons. 	<ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities. Explore events, look at sources 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. Identify how to past can be represented. Look at books, videos, photographs, pictures and artefacts to find out about the past. Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? Choose parts of stories and other sources to show what they know about significant people and events. 	<ul style="list-style-type: none"> Recognise some basic reasons why people in the past acted as they did. Ask and answer simple questions about the past using a wide range of information. 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. Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Choose parts of the stories and other sources to show what they know about significant people and events. 	<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 as evidence about the past. Ask questions and find answers about the past. Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story 	<ul style="list-style-type: none"> Use sources to address historically valid questions and hypothesis. Recognise that our knowledge of the past is constructed by primary and secondary sources. Recognise why some events happened and what happened as a result. Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use a wider range of sources as a basis for research to answer questions and test hypothesis. Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> Recognise primary and secondary sources Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise some events, people and changes are judged as more significant than others.
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> Talk about key events in own lives, about family and friends. Other people including significant people. 	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) retell stories about the past. Talk, write and draw about things from the past. Use simple historical terms. 	<ul style="list-style-type: none"> Talk about how/who was significant in simple historical accounts. 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"> Discuss some historical events, issues, connections and changes. Use relevant historical terms and vocabulary linked to chronology. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	<ul style="list-style-type: none"> Discuss significant aspects of, and connections between, different historical events. Use relevant and appropriate historical terms and vocabulary linked to chronology. 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"> Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Constructs responses of historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings. 	<ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communication different historical findings.