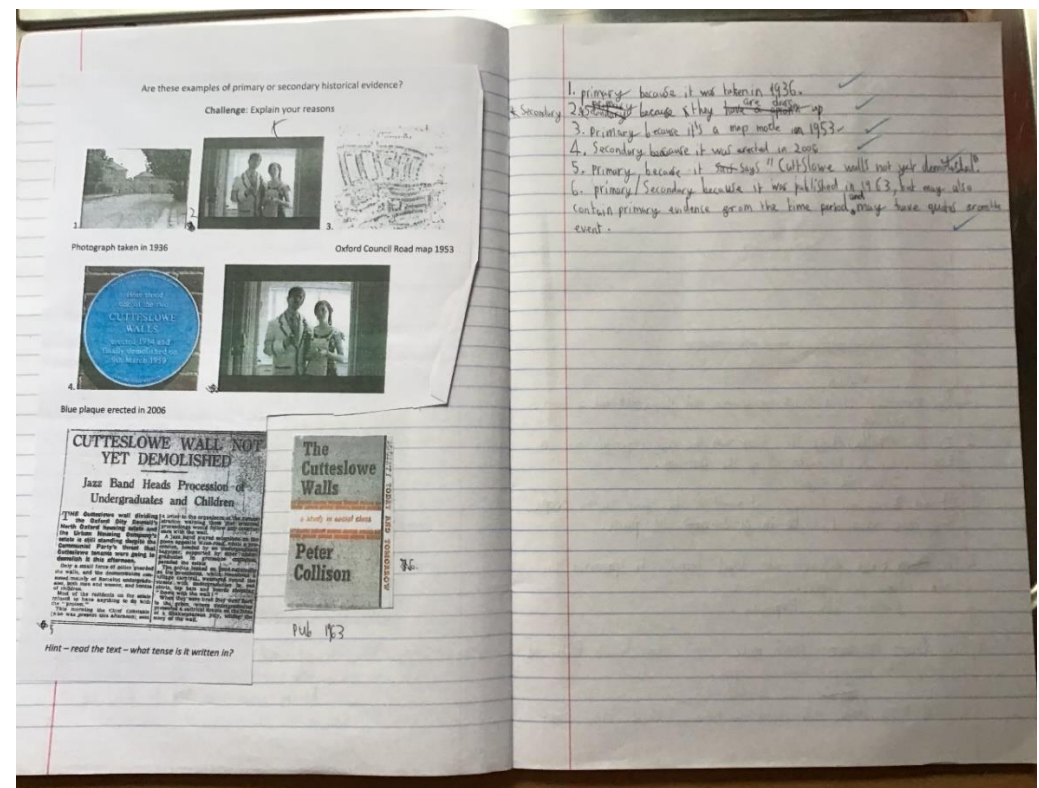
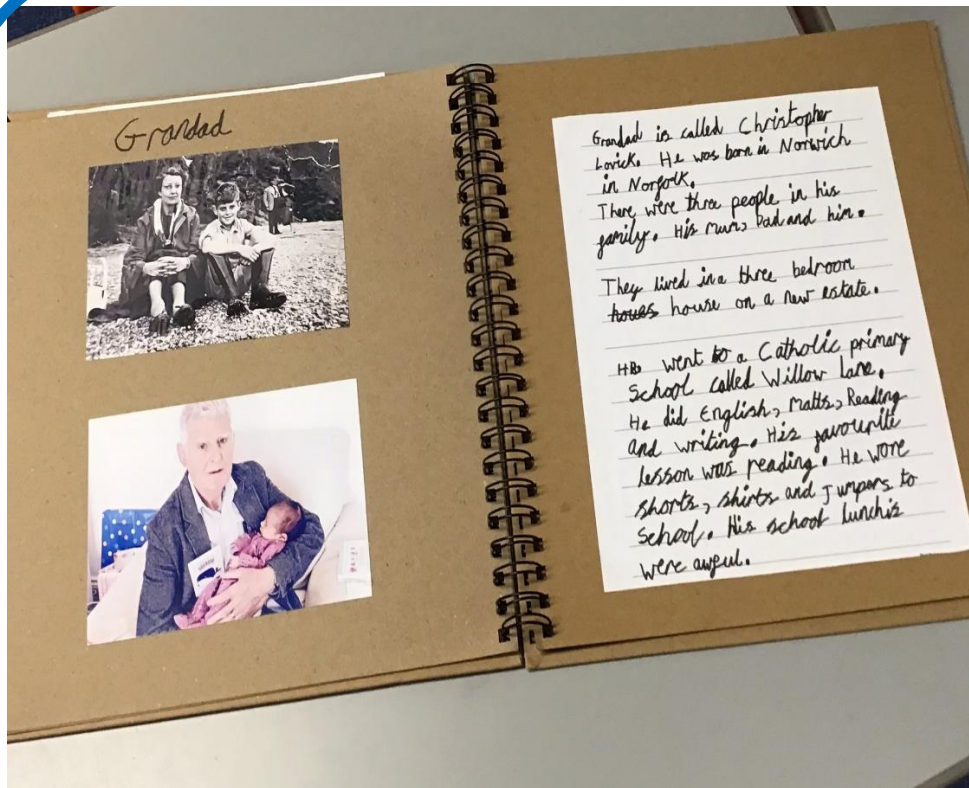


Progression of Skills and Knowledge in History



History

Progression of Skills and Knowledge in History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Concepts						
(Past and Present) Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Describe and discuss historical events beyond living memory Describe significant people from the past Use a timeline to develop chronological language eg <i>past, present, older, newer</i> Develop understanding of changes within living memory eg <i>toys, homes, transport</i> Develop understanding of local history eg <i>historical events, people and places</i>	Describe and understand the significance of historical events beyond living memory (nationally or globally) Describe key people from the past who have contributed to national and international achievements and understand their significance Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i> Know about local historical events, people and places	Compare different eras considering similarities and difference Order key dates on a timeline to demonstrate chronology of British and world history Examine in depth an aspect of local history from a period beyond 1066	Extend chronological understanding by exploring a theme over time eg <i>leisure, entertainment</i> Understand how Britain has influenced and been influenced by the wider world Order key dates on a timeline to demonstrate chronology of British and world history	Explore trends, looking at continuity/change and similarity/difference/significance Examine different aspects of history eg <i>social, cultural, political and religious</i> Gain historical perspective by making connections between local, national and international history Extend chronological understanding by exploring a theme over time eg <i>crime and punishment</i>	Establish clear narratives within and across periods by using secure chronological understanding Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts Examine different aspects of history eg <i>social, cultural, political and religious</i> , in different contexts Gain historical perspective by making connections between local, national and international history
Stories & Sources						
(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding (Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Use artefacts, pictures, stories and online sources to find out about the past Be introduced to different representations of the past and discuss similarities and differences	Use range of artefacts, pictures, stories and online sources to answer historical questions Understand different representations of the past by drawing comparisons	Begin to understand how knowledge of the past is constructed from a range of sources Develop understanding of how and why the past is represented in different ways Select key information from a range of sources to answer a historical question	Understand how knowledge of the past is constructed from a range of sources Understand how and why the past is represented in different ways and explain this Select and organise relevant information from a wider range of sources to answer a historical question	Understand how knowledge of the past is constructed from a range of sources Understand how evidence is used rigorously to make historical claims Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda</i> Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Construct informed responses that involve thoughtful selection and organisation of relevant historical information Develop perspective and judgement by weighing evidence and sifting arguments eg <i>propaganda</i> Explain why contrasting arguments and interpretations of the past exist

Progression of Skills and Knowledge in History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Questions						
(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding	Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences	Address and devise a wide range of historically-valid questions about change and cause	Address and devise a wide range of historically-valid questions about change, cause, impact and significance
Historical Vocabulary						
(Comprehension) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Use historical vocabulary eg <i>past, present, long ago, timeline</i>	Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i>	Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i>	Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i>	Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i>	Develop and apply a range of historical vocabulary eg <i>influential, narratives, perspective</i>