**History Progression of Skills**

**EYFS Early Learning Goals:** Understanding the World- Past and Present ELG Children at the expected level of development will:

• 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;

• Understand the past through settings.

**Links to the National Curriculum:**

**Key Stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

* changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
* significant historical events, people and places in their own locality.

**Key Stage 2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content

Pupils should be taught about:

* changes in Britain from the Stone Age to the Iron Age
* the Roman Empire and its impact on Britain
* 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: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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|  | Rec | Y1  | Y2  | Y3  | Y4  | Y5  | Y6  |
| Chronological Understanding | Talk about past and present events in their own lives and in the lives of family members.Use the correct tense when speaking about past, present or future events.  | Sequence known events and events within living memory in chronological order. Sequence familiar objects in chronological order. Understand the difference between the present and the past (initially focusing on the past in relation to their own life) Use common words and phrases relating to the passing of time e.g. ‘before', ‘after', ‘past', ‘present', ‘then' ‘now', ‘year’, ‘date’, ‘old’, ‘new’  | Sequence events from different periods of their own lifetime chronologically.Know when some significant historical events (beyond living memory) happened.Sequence significant historical events and events related to the life of significant individuals (beyond living memory) Use an increasing range of common words and phrases relating to the passing of time e.g. ‘sooner’, ‘later’, ‘future’,‘beforehand’, ‘earlier’,‘anniversary’, ‘lifetime’, ‘calendar’  | Recognise that the past can be split into different periods of time.Order, place, and locate the historical periods, events, people and changes that are studied on a timeline. Begin to date historical periods and events. Begin to use the correct terms for periods in history. Use an increasing range of common words and phrases relating to the passing of time e.g. ‘previous’, ‘recent’, ‘modern’, ‘ancient’, period, century.  | Confidently use dates to order, place and locate the historical periods, events, people and changes that are studied on a timeline.Know where to place a studied historical period in relation to other periods of history.Sequence key events within the periods of history being studied. Apply understanding of chronology.Use relevant period labels. Use an increasing range of common words and phrases relating to the passing of time e.g. ‘medieval’, ‘Middle Ages’, ‘decade’, ‘reign of’, ‘Anno Domini’ (AD), Before Christ’ (BC), ‘historical’, ‘Common Era’ (CE), ‘Before Common Era’ (BCE), ‘chronology’  |
| Key vocabulary  |  | yesterday before earlier a long time ago last year in the past present day in the future today tomorrow older already happened. passing of time in order of events timeline before I was born sequence weeks days living memory beyond living memory | BCE, Before Common Era • CE, Common Era, • BC, Before Christ • AD, Anno Domini, • Decade • Dates • date order • events • timeline • time order • local history, • period • era BCE, Before Common Era • CE, Common Era • BC, Before Christ • AD, Anno Domini • events • dates • period • ancient • century • decade • timeline • date order • time order • chronological order • era  | pre-1066 throughout the Greeks narrative era centuries duration dynasty BCE, Before Common Era, • CE, Common Era, • BC, Before Christ • AD, Anno Domini, period • Era • Decade • Century • Timeline • Chronological order • Time scale BCE, Before Common Era, CE, • Common Era • BC, Before Christ • AD, Anno Domini, timeline, period * chronological order • era • decade • century •

features • events • societies • ancient civilisations, • millennium  |
| Historical Knowledge | Learn about the history of familiar celebrations such as Christmas and Bonfire Night. | Know and understand key features of events within living memory (and beyond). Begin to recognise why they and others act as they do.  Recount changes within living memory (and beyond).  Identify some similarities and differences over own lifetime (and beyond). Identify similarities and differences between objects made during their lifetime (and beyond) e.g. mobile phones, tablets etc.  Understand and use historical vocabulary to describe key events within living memory (and beyond). | Show knowledge and understanding of key features of the past beyond living memory, for example, significant local, national or world events/people. Begin to recognise that there are reasons why people in the past acted as they did.  Recognise that their own lives are different from those in the past. Identify similarities and differences between ways of life of significant people studied and their own lives. Identify similarities and differences between objects made at different times, including those beyond living memory. Understand and use historical vocabulary to describe the key historical events/people being studied.  | Show knowledge and understanding of historical periods, events and people being studied.Begin to identify significant features of the historical periods being studied.  Give causes/effects for some important historical events/changes. Recognise some of the similarities and differences between different periods in history.  Make connections between historical periods and today. Understand and use historical vocabulary related to the historical periods, events and people being studied. | Show increasing factual knowledge and understanding of aspects of the history of Britain, local and world history. Identify and describe significant features, events and figures of the historical periods being studied.  Identify and describe the beliefs, behaviour, characteristics and attitudes of people living in societies in the past.  Explain the causes/effects of important historical events/changes giving evidence to support answer.  Appreciate/understand the influence of the past on present day knowledge and understanding. Identify similarities and differences within and between different periods in history. Identify changes within historical periods. Identify trends, links and connections within and across historical periods. Understand and use more complex historical terminology related to the historical periods, events and people being studied e.g. empire, civilisation, parliament and peasantry.  |
| Key vocabulary linked to Historical knowledge NB – this vocabulary list is not exhaustive and vocabulary will be taught in addition to the words included above depending on the period of history being explored. Key Vocabulary Linked to Historical Knowledge |  | (Builds on EYFS Vocabulary) Recount • Famous • Events • Retell • Person Inventor, invention. Different • Similar • Compare • Explain • Recount • Facts • Event • Britain • Famous • Important figures • Great Fire of London.  | (Builds on KS1 Vocabulary) ***Y3/Y4*** *artefact significant global museum local event historian* *AD (Anno Domini) calendar Christianity diversity international local myths and legends present yesterday agriculture century chronology empire interpretation long ago nation primary evidence torture archaeology change decade explorer invention modern past secondary evidence traitor artefact church discovery global King / queen museum peasant significant treason BC (Before Christ)*  *Early Britons •* *Communicate •* *Early settlers •* *Suggest •* *Explain •* *Influence •* *Impact •* *Effects •* *Present •* *Stone Age •* *Bronze Age •* *Iron Age •* *Mesolithic •* *Potteries •* *pottery industry •* *mining*  *Invasion •* *Invade •* *Suggest •* *Recognize •* *Events •* *Significant people/ figures •* *Important •* *Explain •* *Influence •* *Britain •* *Important •* *Country •* *conquer, •* *legacy •* *impact •* *effects •* *consequence •* *Queen Victoria •* *Victorians •* *education •* *Romans, •* *Roman Empire, Boudicca •* *Celts* **Y5/ Y6** Ancient civilisations change decade heresy migration peasant secondary evidence archaeology Christianity democracy hunter-gatherer missionary Pope settler aristocracy colony diversity immigrant monarchy prehistory significance artefact conquest emperor international monastery primary evidence slave BC continuity empire invasion myths and legends rebellion Stone Age Bronze Age court execution Iron Age nation republic torture causation Crusades global Islam nomad revolt traitor century Dark Ages gods / goddesses metal-working parliament sacrifice treason *Compare •* *Similar •* *Different •* *Contrast •* *Explain •* *Change •* *Continuity •* *stayed the same Parliament •* *Democracy •* *Significant •* *Events •* *Influence •* *Impact •* *Effects •* *Consequences •* *Legacy •* *Cause •* *Propaganda* *Attitudes •* *Represent •* *Stereotype •* *Propaganda •* *Legacy •* *extent of continuity •* *extent of change •* *impact •* *consequences advancements •* *inventions*  |
|  | * Artefact
* Object
* Photograph
* Picture
* Explain
* Who?
* What?
* When?
* Why?
* Because
* Explain
* Change
* Similar
* Different
 | * Why?
* Who?
* What?
* When?
* Where?
* Because
* Artefacts
* Objects
* Photographs
* Pictures
* Research
* Compare
* Explain Artefact
 | * Archaeologists • Understand • Source • Evidence • Because • Research • Identify • Similar • Different • Compare • Reason •

Perhaps • Could be • This suggests… Sources • Research, • Identify, • Similarities • Differences • Compare, * Reason, • Perhaps, • First hand evidence, Second hand evidence • My

conclusion is that…, • Historian • Objects • artefacts, • Accurate, • Primary source • Secondary Source • This suggests • Point of view  | Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Artefact • Argument • Debate, • Reasoned point Communicate • Evidence, to weigh up both sides • On one hand, • different experiences, • Eye witness • This source suggests • that… • This source doesn’t show that…, • reliable, • could have been • might have been… • may be • my conclusion is that…, suggest • infer, • historian • Primary evidence, Secondary evidence.  Identify • Explain • Understanding Movements •Persuade • Point of view • Bias  Describe • Evidence • variety of sources • this source suggests that…, • I can infer that… • the source omits to mention… • The purpose…, • Reliability, • Primary evidence, secondary evidence, Eye witness • This source suggests that… • This source doesn’t show that… • Could have been… • My conclusion is that…  |
| Historical EnquiryHistorical Interpretation  | Explore pictures and objects from the past through questions and discussion. Use a range of fiction and non-fiction books to explore elements of the past.  | Ask and answer relevant questions about events within living memory (and beyond.Ask and answer questions about objects made during their own lifetime (and beyond). Make simple observations from photos/objects to show understanding about events within living memory (and beyond).Describe some simple similarities and differences between artefacts from within living memory (and beyond) and now. Sort artefacts from ‘then’ and ‘now’.  Relate own account of an event and understand that others may give a different version  | Ask and answer questions about events beyond living memory by making simple observations from historical sources. Ask and answer questions about artefacts from beyond living memory by making simple observations.Find out about the past beyond living memory by making observations from a wider range of historical sources. Select information from historical sources from beyond living memory.Describe similarities and differences between artefacts from beyond living memory and now. Know that there are different versions of some of the historical events that they study Begin to identify some of the different ways in which the past is represented  | Ask and answer a range of questions about the historical periods being studied. Make suggestions as to which sources of evidence to use in order to answer questions about the past. Use sources of information in ways that go beyond simple observations to answer questions about the past. (infer/deduce from sources) Begin to make connections between information provided in more than one source. Know that the type of information available about the past depends on the period of time studied Understand that what we know about the past is dependent on what has survived.  Know that there are different opinions and interpretations about people and events from the past Identify a range of ways in which the past is represented. Recognise that recounts are someone’s interpretation of past events. Differentiate between historical fact and opinion. | Know that different sources can provide different kinds of information and identify sources that are useful for finding out answers to specific questions.Ask questions about people, events and objects from the past and hypothesise about the possible answers. Make confident use of a variety of sources for independent historical research – draw conclusions and make personal interpretations. Use evidence from historical sources to support arguments. Select and combine information from different sources. Understand that sources can contradict each other. Compare and contrast historical sources for the same period in history e.g. primary and secondary sources.  Begin to understand why historical events, people and changes may be interpreted in different ways and suggest possible reasons for this. Be aware that different evidence will lead to different conclusion.Compare and contrast different accounts of historical events.  |
| Organisation and Communication | Explore elements of the past through discussion, roleplay and pictures. | Talk about some of the things they have observed, question why things happen and give explanations. Answer ‘how’ and ‘why’ questions about their experiences and in response to events. Develop their own explanations by connecting ideas and events.  | Select and recall orally information from their past. Talk, draw or write about aspects of the past within living memory (and beyond) using simple historical words and phrases.  | Select and recall orally basic, key information about events in the past beyond living memory.Record what they have learned about the past beyond living memory by drawing and writing, using a wide vocabulary of everyday historical words and phrases periods, events and people being studied. Begin to summarise what has been learned about the past. | Plan and carry out an independent historical investigation.Present findings and communicate historical knowledge and understanding in different ways, making appropriate and confident use of dates and specialised terminology.Select and organise relevant information to produce structured work, summarising what has been learned about the past. |