

Skills Progression in History

	EYFS	KS1	LKS2	UKS2
Chronological understanding	Use simple words about the passing of time. Talk about the past and present events in their own lives and in the lives of family members. Identify and talk about similarities and differences. Sequence pictures to show time order. Listen to and recall simple historical stories.	Place events on a simple timeline, adding times previously studied Develop a simple awareness of the past Sequence events, artefacts and photographs from different times in their life or from different periods of time	Place the time studied on a timeline, compare where this fits into topics previously studied Use terms related to the period and begin to date events Understand more historical terms e.g. BC/AD/Century	Place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater historical perspective Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Use relevant terms, periods and dates – empire, civilisation, parliament, peasantry, continuity and change, cause and consequence, similarity, difference and significance
Range and depth of historical knowledge		Recognise why people did things, why events happened and what happened as a result Know and recount episodes from stories about the past, knowing and understanding key events Talk about similarities and differences between the ways of life in different periods	Find out about the every- day life of the people in the time studied. Compare with our life today Look for links and effects in the time studied Offer a reasonable explanation for some events	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Compare life, behaviour or beliefs with another time studied or compare life in 'early' and 'late' times
Interpretations of history		Use stories to encourage children to distinguish between fact and fiction and to help them to remember key historical facts	Begin to evaluate the usefulness of different sources Note connections and cause and effect in historical periods studied	Link sources and work out how conclusions were arrived at. Be aware that different evidence will lead to different conclusions

		Identify the way that the past is represented and discuss the reliability of evidence e.g. photographs, paintings, accounts, stories etc. Compare two versions of a past event	Look at and evaluate the evidence available	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Confidently use the library and internet for research
Historical enquiry		Ask and answer appropriate historical questions, using their growing historical knowledge Find answers to simple questions about the past from sources of information e.g. artefacts	Use evidence, from research, to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in past times Ask and answer a variety of questions	Identify primary and secondary sources Answer and devise own historically valid questions about change, cause, similarity and difference and significance Use the library and internet for research, with increasing confidence, to find out about an aspect of time
Organisation and communication		Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT. (teacher led) Use simple terms to talk about the passing of time	Communicate their knowledge by being given a range of different media such as, discussion, drawing, drama and role play, making models, writing and ICT to choose from Use historical terms to talk about the passing of time Construct own responses beginning to select and organise relevant historical information	Communicate their knowledge by deciding, independently, which media they will such as, discussion, drawing, drama and role play, making models, writing and ICT Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information Use historically accurate terms to talk about the passing of time