

Headlands Primary School: Progression of skills in History

Skill	EYFS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Chronological understanding	<ul style="list-style-type: none"> • Talk about special events in their own lives and family member's lives. • Explain change over time in the world around them. • Begin to have an awareness of the past starting with events familiar to them. 	<ul style="list-style-type: none"> • Develop an awareness of the past. • Know where events and figures they study fit on a chronological framework. • Identify similarities and differences between life in different periods. • Begin to use dates to recall events. 	<ul style="list-style-type: none"> • Develop increasing awareness of local history, British history and world history. • Place events, people, places and artefacts on a timeline. • Use historical terminology to describe events in the past. 	<ul style="list-style-type: none"> • Build upon all the skills from Year 3/4 • Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today • Identify change within and across historical periods • Use greater depth and a range of knowledge
Historical Enquiry	<ul style="list-style-type: none"> • Answer 'why' and 'how' questions in response to experiences of stories and/or events. • Know that information that retrieved from a range of resources – internet, books, pictures. 	<ul style="list-style-type: none"> • Understand and know different ways we can find out about the past – pictures, writing, objects, and visit museums. • Uses information, pictures, objects, photos to find answers to simple questions about the past. • Ask and answer questions using sections of stories and sources to demonstrate knowledge of key features and events. • Identify different ways of life for different periods in history. 	<ul style="list-style-type: none"> • Understands the difference between primary and secondary sources of evidence. • Uses documents, photos, illustrations, artefacts, historical buildings, the internet, music to collect information and find answers to questions about the past. • Use specific search engines on the internet to find information rapidly. • Suggest sources of evidence to use to answer questions. 	<ul style="list-style-type: none"> • Use a wide range of different sources of information and artefacts to collect information about the past. • Evaluates the usefulness of different sources of evidence. • Ask a range of questions about the past. • Selects the most useful source of evidence for a particular task.

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Historical Interpretation	<ul style="list-style-type: none"> • Uses stories, pictures, objects, film and visits to talk about the past. 	<ul style="list-style-type: none"> • Know how we represent historical events - fictional accounts, photos, film, songs, artefacts, the internet and visits. • Identify and recount some details from the past using a source (e.g a picture of a street in shows us that....) 	<ul style="list-style-type: none"> • Understand the role archaeologists have in helping us understand the past. • Identify differences in two different accounts of the same historical event. • Give reasons for why there may be different accounts of historical events. 	<ul style="list-style-type: none"> • Give clear reasons as to why there may be different accounts of the same event and suggest plausible reasons for why. • Forms own opinion about a historical event/figure using a range of sources. • Demonstrate awareness that there is not always one answer to a single historical question. • Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Pose and answer own historical questions.
Significance	<ul style="list-style-type: none"> • Talk about the past and present in relation to their own lives. • Describe similarities and differences between themselves and others. • Explain change over time in the world around them. 	<ul style="list-style-type: none"> • Tell the difference between past and present in their own and other people's lives. • Identify objects from the past. • Uses information to describe the past. • Uses information to describe differences between then and now. • Recounts main events from a significant point in history. 	<ul style="list-style-type: none"> • Describe features of past societies and periods. • Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. • 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. 	<ul style="list-style-type: none"> • Identifies social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. • Gives some causes and consequences of the main events, situations and changes in the periods studied. • Chooses reliable sources and factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion

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		<ul style="list-style-type: none"> • Recognise and make simple observation of important places/figures in an historical event/account. • Recount significant historical events/figures in Haxby/York. • Recognise why people did things/why events happened. 	<ul style="list-style-type: none"> • Uses evidence to find out how any of these may have changed during a time period. • Uses evidence to explain reasons why people in past acted as they did. • Describes similarities and differences between people, events and objects. • Shows changes on a timeline. 	<p>and attitudes; things of importance to people; differences between lives of rich and poor.</p> <ul style="list-style-type: none"> • Identifies how any of above may have changed during a time period. • Gives own reasons why changes may have occurred, backed up with evidence. • Shows identified changes on a timeline. • Describes similarities and differences between some people, events and objects studied. • Describes how some changes affect life today. • Makes links between some features of past societies.
Communication and Organisation	<ul style="list-style-type: none"> • Listen to stories. • Use past, present and future forms accurately when talking about events that have happened. • Talk with others about things they have read. • Draw simple pictures. • Make simple representations such as using lego, playdoh. • Write simple sentences. 	<ul style="list-style-type: none"> • Role-play, drawing, writing (simple recounts, notes), cut and stick, labelled diagrams, talking 	<ul style="list-style-type: none"> • Speaking, discussion, writing, ICT, drawing, maths, drama presenting information for an audience with an accurate use of dates. 	<ul style="list-style-type: none"> • Uses clear organisation and structure with accurate use of specific dates. • Demonstrates different ways of presenting information. • Speaking, discussion, writing, ICT, drawing, maths, drama, table, charts, written explanation, presentations

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Vocabulary	old, new, oldest, newer, a long time ago, younger, day, past, future, present, months, yesterday, tomorrow, adjectives relevant to describing objects.	use common words and phrases to show an awareness of the passing of time. past, present, decade, before, after, now, later, evidence, source, period, similarity, difference	BC, AD, century, Monarch, settlement, invader, ancient, empire, civilisation, kingdom, reliability, during,	social, religious, political, cultural, technological, democracy, hypothesis, consequence
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