

History Skills Progression

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> - Use everyday language related to time. - Order and sequence familiar events. - Describe main story settings, events and principal characters. - Talk about past and present events in their own lives and in lives of family members 	<ul style="list-style-type: none"> - Sequence events in their life. - Sequence 3 artefacts from different periods - Match objects to people of different periods 	<ul style="list-style-type: none"> - Sequence events from different periods of their lives and describe memories of these events. - Use common words and phrases relating to the passing of time. - Understand chronology of topics covered - Identify differences/similarities between different periods 	<ul style="list-style-type: none"> - Place time period studied on a time line. - Use dates and terms related to the period of study. - Sequence several events or artefacts. 	<ul style="list-style-type: none"> - Place events from period studied on time line - Use terms related to the period and begin to date events - - Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> - Know and sequence key events of time studied. - Use relevant terms for the period - Make comparisons between different times in the past. 	<ul style="list-style-type: none"> - Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line
Historical terms	<ul style="list-style-type: none"> Extend their vocabulary by exploring the sounds and meaning of new words, 	<ul style="list-style-type: none"> - Begin to use some historical terms 	<ul style="list-style-type: none"> - Use a range of historical terms 	<ul style="list-style-type: none"> - Use dates and terms related to the topic. 	<ul style="list-style-type: none"> - Begin to understand more complex historical terms e.g. BCE/AD. 	<ul style="list-style-type: none"> - Use relevant historical terms and period terms, e.g. Elizabethan 	<ul style="list-style-type: none"> - Use relevant historical terms and understand why they are used.

	especially by grouping and naming.						
Historical enquiry	<ul style="list-style-type: none"> - Take an interest in stories. - Ask 'how' and 'why' questions in response to stories. 	<ul style="list-style-type: none"> - Find answers to simple questions using a source. 	<ul style="list-style-type: none"> - Use a source to answer questions about the past involving observation. 	<ul style="list-style-type: none"> - Use a range of sources to find out about a period. - Begin to use books and the internet to research. - Select information to record. 	<ul style="list-style-type: none"> - Use evidence in a source to understand a past event. - Use books and the internet to research. - Ask relevant questions about a topic. 	<ul style="list-style-type: none"> - Begin to identify the difference between primary and secondary sources. - Select relevant sections of information as evidence about the past. - Confidently use books and the internet to research. 	<ul style="list-style-type: none"> - Recognise primary and secondary sources. - Choose the best research method for a given subject. - Use a range of sources to bring together information about the past.
Interpretations of history	<ul style="list-style-type: none"> - Know that information can be found in books and on the computer. 	<ul style="list-style-type: none"> - Understand some ways we can find out about the past. 	<ul style="list-style-type: none"> - Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented - Compare two different sources on the same subject. 	<ul style="list-style-type: none"> - Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> - Compare accounts of events from different sources - Offer some reasons for different versions of events 	<ul style="list-style-type: none"> - Link sources - Consider ways of checking the accuracy of different sources - Be aware that different evidence will lead to different conclusions
Communication of ideas	<ul style="list-style-type: none"> - Explain own understanding of events. - Record using marks they can 	<ul style="list-style-type: none"> - Ask and answer questions about events and stories. 	<ul style="list-style-type: none"> - Communicate their understanding of stories and events 	<ul style="list-style-type: none"> - Choose and use parts of stories and other sources to show understanding. - Communicate their 	<ul style="list-style-type: none"> - Choose evidence from a source and use to explain understanding 	<ul style="list-style-type: none"> - Recall, select and organise historical information - Communicate 	<ul style="list-style-type: none"> - Select and organise information to produce structured work,

	explain.			understanding in a variety of ways (discussion, drawing, writing, role play, modelling etc.)	- Communicate their understanding in a variety of ways (discussion, drawing, writing, role play, modelling etc.)	their knowledge and understanding in a variety of ways (discussion, drawing, writing, role play, modelling etc.)	making appropriate use of dates and terms.
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