



Progression of Skills in History

These are the minimum end of year expectations for our EYFS learners in relation to Understanding the World

This document shows how history objectives are designed in a progressive way to ensure learners become more proficient historians as they move through the school, securing and applying the history mastery objectives. each teacher should be aware of their own history objectives, and of those which have come before.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key vocabulary (exposed to but not limited to)	Today, yesterday, then, now, before I was born, when (parents/g. parents) were little a long time ago, old, new	old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after	yesterday, past, present, then, now, after, before, new, next, old, event, object, photograph, timeline, century, decade, during, historical, modern, recently, account, artefact, chronological, diary, event, evidence, historian	Ancient, bc/ad, century, date, era, in the... century/decade time period, timeline, archaeology/archaeologist architecture, chronology/chronologically discoveries, evidence, eye-witness, reliable source civilisation, conquest, enemies, invade, settle	Ancient, bc/ad, century date, era, first-hand account, in the... century/decade, time period, timeline, archaeology/archaeologist, architecture, chronology/chronologically discoveries, evidence, eye-witness, primary source, reliable source, secondary source, civilisation, conquest, enemies, invade, settle, enquiry, evaluate, conclusion,	Change, citizen, continuity, cultural, empire, legacy, monarch(y) peasantry, social, architecture, civilisation, democracy, government, parliament, political, ancient, archaeology/archaeologist conquest, war, discoveries enemies, excavate, peace, bias, enquiry,, evaluate evidence, interpretation, primary/secondary source, propaganda, reliability	Citizen, continuity, cultural, empire, legacy, monarch(y) peasantry, social, architecture, civilisation, democracy, government, immigration, parliament, political, ancient, archaeology/archaeologist conquest, discoveries, enemies, excavate, bias, critically, empathy, interpretation, perspective, propaganda, reliability, analyse, conclusion, enquiry, evidence, hypotheses, evaluate,

<p style="text-align: center;">Chronology</p>	<p>I can sequence pictures to show time order (eg baby, toddler, child). I can use simple words to talk about the passing of time.</p>	<p>I can order dates from earliest to latest on simple timelines. I can sequence pictures from different periods; describe memories and changes that have happened during my own life. I can sequence artefacts and events that are close together in time.</p>	<p>I can sequence a set of events in chronological order and give reasons. I can identify differences between ways of life in the past and present. I can order dates from earliest to latest on simple timelines.</p>	<p>I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. I am beginning to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>I can place periods of History on a timeline in chronological order. I can explain how the past can be divided into different periods of time (BC and AD)</p>	<p>I can order an increasing number of significant events, movements and dates on a timeline using dates accurately. I can accurately use dates and terms to describe historical events. I can understand and describe in some detail the main changes to an aspect in a period in history.</p>	<p>I understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. I can explain the similarities and differences between different periods of time. I know a range of significant dates.</p>
<p style="text-align: center;">Historical Knowledge</p>	<p>I can listen to and recall historical stories. I can talk about past and events in their own lives and in the lives of family members.</p>	<p>I understand that there are reasons why people in the past acted as they did. I can describe significant individuals from the past. I can recognise some similarities and differences between the past and the present.</p>	<p>I know and recount episodes from stories and significant events in history. I can describe significant individuals from the past. I can recognise why people did things, why events happened and what happened as a result.</p>	<p>I can find out about the everyday lives of people in time studied compared with our life today. I can explain how people and events in the past have influenced life today. I can identify key features, aspects and events of the time studied. I can describe key changes over a period of time and be able to give reasons for those changes.</p>	<p>I can find out about the everyday lives of people in time studied compared with our life today. I can identify key features, aspects and events of the time studied. I can describe connections and contrasts between aspects of history, people, events and artefacts studied. I can begin to give reasons for the main events and changes for the periods studied.</p>	<p>I can use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people. I can describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. I can begin to examine causes and results of great events and the influence these have had on life today.</p>	<p>I can use knowledge to describe the individual and special features of past societies and times. I can give reasons why changes have occurred using historical knowledge and evidence. I can begin to examine causes and results of great events and the influence these have had on life today.</p>

Interpretation of History

I can recognise a familiar event can be represented in different ways e.g. photos, videos, etc.

I can start to compare two versions of a past event.
I can observe and use pictures, photographs and artefacts to find out about the past.

I can compare pictures or photographs of people or events in the past
I can discuss reliability of photos/ accounts/stories.
I am able to identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories)
I can use stories or accounts to distinguish between fact and fiction.

I can identify and give reasons for different ways in which the past is represented.
I can distinguish between different sources and evaluate their usefulness. I can analyse different versions of the same event and identify differences.

I can look at more than two versions of the same event or story in history and identify differences.
I can investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

I can compare accounts of events from different sources.
I can find and analyse a wide range of evidence about the past.
I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.

I can consider different ways of checking the accuracy of interpretations of the past.
I understand the difference between primary and secondary evidence and the impact of this on reliability.
I show an awareness of the concept of propaganda.
I know that people in the past represent events or ideas in a way that may be to persuade others;

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>I am beginning to identify and talk about similarities and differences in relation to past and present.</p>	<p>I can explain that there are different types of evidence and sources that can be used to help represent the past. I can ask simple historical questions. I can sort artefacts "then" and "now"</p>	<p>I can use a range of sources to find out about a period and observe and record differences. I can research and to ask and answer questions. I am able to Suggest sources of evidence to use to help answer questions.</p>	<p>I can use a range of sources to find out about the past. I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. I can gather more detail from sources such as maps to build up a clearer picture of the past. I can regularly address and sometimes devise own questions to find answers about the past; I am beginning to undertake my own research.</p>	<p>I can use a range of sources to find out about the past. I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. I can gather more detail from sources. I can use evidence to build up a picture of a past event. I can ask a variety of questions to improve my understanding of the past.</p>	<p>I am beginning to identify primary and secondary sources. I can select the most reliable sources of evidence from a selection provided, to answer questions. I understand that there is often not a single answer to historical questions I can use the internet for research with increasing confidence</p>	<p>I can use a range of sources to find out about an aspect of time past. I can form my own opinions about historical events from a range of sources and evaluate its usefulness. I can collate knowledge gathered from several sources together in a fluent account.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation and Communication</p>	<p>I am beginning to show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount)</p>	<p>I can talk, write and draw about things from the past. I can use historical vocabulary to retell simple stories about the past. I can use drama/role play to communicate my knowledge about the past.</p>	<p>I can use dates and terms with increasing accuracy I can discuss different ways of presenting information for different purposes/ audiences. I show an understanding of historical terms, such as monarch, parliament, government, war, remembrance etc</p>	<p>I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guide. I can present ideas based on my own research about a studied period.</p>	<p>I can present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. I can use dates and terms correctly. I can discuss the most appropriate way to present information, realising that it is for an audience. I can use subject specific words.</p>	<p>I can present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports etc. I can choose the most appropriate way to present information to an audience.</p>	<p>I can select and organise information to produce structured work, making appropriate use of dates and terms. I can present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms. I can use extended writing.</p>