

## History – Progression of Skills

	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>1. Chronological knowledge / understanding (including characteristic features of periods)</b>	<ul style="list-style-type: none"> <li>Use everyday language related to time</li> <li>Order and sequence familiar events</li> <li>Describe main story settings, events and principal characters.</li> <li>Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past</li> <li>Use common words and phrases relating to the passing of time</li> <li>Know where all people/events studied fit into a chronological framework</li> <li>Identify similarities / differences between periods</li> <li>can briefly describe features of particular themes, events and people from family, local, national and global history</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within and across periods studied</li> <li>Note connections, contrasts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people</li> <li>Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms</li> </ul>
<b>2. Historical enquiry - Using evidence / Communicating ideas</b>	<ul style="list-style-type: none"> <li>Be curious about people and show interest in stories</li> <li>Answer 'how' and 'why' questions ... in response to stories or events.</li> <li>Explain own knowledge and understanding, and asks appropriate questions.</li> <li>Know that information can be retrieved from books and computers</li> <li>Record, using marks they can interpret and explain</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions relating to concepts (in part 4 below)</li> <li>Understand some ways we find out about the past</li> <li>Choose and use parts of stories and other sources to show understanding of concepts (in part 4 below)</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions relating to concepts (in part 4 below)</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Can recognise possible uses of a range of sources for answering historical enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Construct informed responses by selecting and organising relevant historical information</li> <li>Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry</li> <li>Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries</li> </ul>
<b>3. Interpretations of history</b>		<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Understands that different versions of the past may exist</li> <li>Can comment on a range of possible reasons for differences in a number of accounts</li> </ul>	<ul style="list-style-type: none"> <li>Can give some reasons for why different versions of the past may exist</li> <li>Can explain how and why it is possible to have different interpretations of the same event or person</li> </ul>
<b>Part 4: Key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</b>				

<b>4a. Continuity and change in and between periods</b>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change</li> <li>Develop understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities / differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>	<ul style="list-style-type: none"> <li>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change</li> </ul>
<b>4b. Cause and consequence</b>	<ul style="list-style-type: none"> <li>Question why things happen and give explanations</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Can identify a few relevant causes and consequences for some of the main events covered</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes</li> <li>Can comment on the importance of causes and effects for some of the key events and developments within topics.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes</li> <li>Can explain the role and significance of different causes and effects of a range of events and developments</li> </ul>
<b>4c. Similarity / Difference within a period/situation (diversity)</b>	<ul style="list-style-type: none"> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events, beliefs within a society</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between social, cultural, religious and ethnic diversity in Britain and the wider world</li> </ul>
<b>4d. Significance of events / people</b>	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who was important eg in a simple historical account</li> <li>Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> <li>Can explain why some aspects of historical accounts, themes or periods are significant</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> <li>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance</li> </ul>