

History: Progression of Skills



EYFS	Historical Interpretation	Chronology	Historical Enquiry	Knowledge and Influence on Modern Life
<p>Nursery</p>	<ul style="list-style-type: none"> • Notice detailed features of objects in their environment. • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened, why, because. 	<ul style="list-style-type: none"> • Remember and talks about significant events in their own life. • Recognise and describe significant events for family and friends. • Retell a simple past event in correct order. • Understand and use vocabulary such as: yesterday, today, this morning, last night. 	<ul style="list-style-type: none"> • Show interest in lives of people familiar to them. • Show interest in different occupations and ways of life. • Know information can be retrieved from computers. • Comment and asks questions about aspects of their familiar world, using vocabulary such as how, why and because. • Identify artefacts associated to special personal events. 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Begin to discuss similarities and differences.
<p>Reception</p>	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions.] • Understand and use vocabulary such as: I can see, I saw, same, different, similar change, what happened, why, because, explain. 	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members • Talk about past and present events in own life and in the lives of family members. • Understand and use vocabulary such as: yesterday, today, last night, at the weekend, in the morning, last week, last year. • Sequence pictures, events and stories into a plausible chronological order. 	<ul style="list-style-type: none"> • Answer how and why questions about experiences and in response to stories or events. • Understand and use vocabulary such as: how, why, because, find out, I wonder, what/if/when/why. • Explore artefacts and use them in own imaginative play. 	<ul style="list-style-type: none"> • Make observations and talk about changes • Look closely at similarities, differences, patterns and change. • Identify similarities and differences between old and new. • Develop concept of cause and consequence

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KS1	<ul style="list-style-type: none"> • Talk about different ways that the past is represented. • Recognise that there are reasons why people in the past acted as they did. • Recognise that some forms of evidence are more reliable than others when finding out about the past. • Create my own accounts of historical people or events. • Compare two versions of a past event. 	<ul style="list-style-type: none"> • Put up to 3 objects/events in chronological order. • Label timelines with picture, words or phrases, giving reasons for their order. • Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/ carers/grandparents were children, in the ... times, years, decades, centuries, in my lifetime, modern, old-fashioned, timeline, old, new, past, present. 	<ul style="list-style-type: none"> • Show some understanding of how people find out about the past and know that there are different types of sources/ evidence. • Ask questions such as: what was it like for people? What happened? How long ago? • Begin to use specific sources to gather information, such as information books, internet research, pictures, artefacts. • Answer questions using pictures and artefacts. 	<ul style="list-style-type: none"> • Tell others about changes that have happened in own lifetime. • Talk about how things have changed since parents and grandparents were children. • Recall interesting facts about an historical event and begin to describe using dates. • Describe significant people from the past and talk about what they did. • Talk about how their actions changed the way we do things today. • Begin to compare and discuss historical events and time periods. • Show an understanding of concepts such as monarchy, parliament, democracy, war and peace.

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LKS2	<ul style="list-style-type: none"> Compare and contrast different forms of evidence, beginning to evaluate the usefulness of different sources. Look at more than two versions of the same event or story in history and identify differences. Identify and give reasons for different ways in which the past is represented. 	<ul style="list-style-type: none"> Use a timeline within a specific time in history to set out the order things may have happened. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use dates and historical terms to describe events. Place events, artefacts and historical figures on a timeline, using dates. Begin to recognise and quantify the different time periods that exist between groups that invaded Britain, understanding the length of time each group held control. 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiry. Use multiple sources of evidence for historical enquiry to gain a more accurate understanding. Recognise and discuss the part that archaeologists have had in helping us understand about the past. Research historical figures and events using a range of sources, commenting on their reliability. 	<ul style="list-style-type: none"> Use dates to talk about people or events from the past and compare with life today. Connect learning of historical people or events to others that I have learnt about. Describe historical events and significant people from the past and talk about what they did. Explain what impact that significant events from the past have had on the way we live today. Talk about similarities and differences between two different time periods. Show an understanding of concepts such as monarchy, parliament, democracy, war and peace. Use and understand appropriate historical vocabulary to communicate information such as: ruled, reigned, empire, invasion, conquer, kingdoms. Begin to describe the social, ethnic, cultural and religious beliefs of past societies.

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UKS2	<ul style="list-style-type: none"> Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider different ways of checking the accuracy of interpretations of the past. Show an awareness of the concept of propaganda . Know that people in the past represent events or ideas in a way that may be to persuade others. 	<ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline, using dates accurately. Use dates and historical terms accurately to describe events. Understand and describe in some detail the main changes to an aspect in a period in history (e.g. medicine, weaponry, transport etc). Have a developing understanding of the chronology of different times periods and how they relate to one another on a time line, understanding that some historical events/ period occurred concurrently in different locations e.g. Indus Valley and Ancient Egypt. 	<ul style="list-style-type: none"> Devise historical questions about the period being studied. Find and analyse a wide range of evidence about the past. Begin to understand the difference between primary and secondary sources and the impact of this on reliability. Begin to evaluate the usefulness of different sources. Select suitable sources of evidence, giving reasons for choices. 	<ul style="list-style-type: none"> Accurately use dates to talk about people or events from the past and compare with life today. Make comparisons or contrasts between historical periods, explaining things that have changed and things that have stayed the same. Describe in detail historical events and significant people from the past and talk about what they did. Explain what impact that significant events from the past have had on the way we live today, giving reasons why. Make connections, compare and contrast multiple periods studied. Discuss how concepts such as monarchy, parliament, democracy, war and peace have shaped historical events and decisions. Accurately use and understand appropriate historical vocabulary to communicate information such as: ruled, reigned, empire, invasion, conquer, kingdoms. Describe the social, ethnic, cultural and religious beliefs of past societies, comparing similarities and differences to societies today.