Burradon Community Primary School

History Progression of Skills

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Skills	2Year Old	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Begin to talk or make reference to things have already happened Joins in a routine	Talk about past and present events in their own lives and family lives. Begin to sequence familiar /significant events.	Develop awareness of past and present. Sequence events in their life. Sequence objects in chronological order.	Sequence different events in their life. Sequence artefacts close together in time Sequence photographs in order. Describe memories of key events in their life.	Position the time studied on a timeline. Sequence artefacts, photographs and events. Use dates related to the passing of time Understand a timeline can be divided into AD / BCE.	Position events from a particular time on a timeline. Begin to date events in a historical time. Use more complex vocabulary to show the passing of time. Sequence artefacts and photographs with reason.	Position some previously studied times on a timeline. Position current history study on a timeline Make simple comparisons between times in history	Position current historical time on a timeline in relation to others previously studied. Sequence and make comparisons between different historical eras and events. Begin to understand how some historical events occurred concurrently in different locations.
Historical Knowledge & Understanding	Begin to recognise a special time or event	Recount special times or events from their own lives or family members in the past. Begin to recognise how things were different in the past by talking to family members or adults (toys, technology, clothing, etc)	Recount stories and events from the past. Recognise the difference between their own lives and others. Begin to identify differences and similarities between the past and present in their own lives. Begin to understand how things can change and develop over time. Explain why some people may have acted in a particular way.	Identify similarities and differences between then and now on the history time being studied. Begin to understand and explain the impact of events or significant individuals. Find out about people and events in other times.	Identify similarities and differences between the past and present with a reason. Identify and explain the reason for an action, decision or something happening. Begin to make basic links between historical times learnt	Use evidence to identify key elements and events from the historical time. Using evidence to suggest a reasonable reasons for an event. Begin to compare events within a historical time.	Apply previously learnt knowledge to make informed decisions about the focused historical time. Compare life between historical times. Begin to examine causes and results of actions, events or individuals Describe how historical events studied affect/influence life today.	Recall key dates, events and significant individuals accurately. Using evidence, give reasons for changes, events and situations in society. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today.

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Interpretation of history	Look at objects / photographs and talk about how they are different or similar with adults	Begin to talk about how we know things were different in the past	Look at different ways to find out about the past (photos, stories, books, videos, etc) Begin to know their own account of an event may be different to someone else's version	Compare pictures or photographs of people or events in the past To identify different ways to represent the past	Begin to understand that people in the past represent times which can persuade/effect others. Begin to explore the idea that there are different accounts of history and what the reasons for this might be	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. Understand that sources can contradict each other.	Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources.	Know that people in the past have a point of view and that this can affect interpretation. An increased awareness that using certain sources may lead to a different outcome or understanding. Make links between sources to identify how decisions were made. Evaluate evidence to choose the most reliable forms.
Historical Enquiry	Talk about and describe objects with an adult	Be curious and show an interest in people, events, stories and items. Ask questions to find out more. Record using marks they can interpret and explain.	Identify / sort objects 'then' and 'now' Ask and answer questions about the past using objects and pictures Begin to use timelines	Begin to understand there are different ways to find out about the past. Use a source (primary or secondary) to answer questions about the past using observations Begin to understand how sources can vary information provided.	Begin to know the difference between primary and secondary sources. Use at least 2 sources to learn more about a historical period Begin to select and record information relevant to the study and that beyond simple observation	Ask a variety of questions to gain or clarify thinking. Use a range of sources to learn more about a historical period Research information including books and the internet.	Identify primary and secondary sources. Begin to question the validity of information selected. Select relevant information from a variety of sources. Use sources/ evidence to build a picture up of one aspect in a period of time	Use both primary and secondary sources confidently. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Create their own historical line of enquiry using sources.
Historical Terminology	With support and through modelling, begin to use some everyday language related to time.	Begin to use more everyday language related to time.	Use common everyday words and phrases relating to time.	Use an increased amount of common everyday words and phrases relating to time. Use terms related to historical learning.	Use a wider variety of terms related to the historical era and passing of time.	Use increasingly complex terms related to the historical era and passing of time.	Use historical terms with relevant dates.	Use historical terms and dates accurately.

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Communication	Talk to family members or adults Use of photographs / mark making	Talking to adults and peers Mark making, drawing, labels and sentence	Sort events or objects into groups (now / then) Use timelines to order their life events Tell stories about the past, including role-play. Talk, draw or write about aspects of the past.	Use vocabulary of everyday historical terms to describe objects, people or events in history. Talk about how they has found out about the past. Record what has been learnt drawing, diagrams, writing including using ICT.	Communicate learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, drama / role-play and using ICT.	Communicate learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, drama / role-play, storytelling and using ICT.	Communicate learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama / role-play, storytelling and using ICT.	Select an aspect of study to make a display Use a variety of ways to communicate knowledge and understanding