

## History Skills Progression Map

EYFS		
Early Learning Goals		
<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>		
	Nursery	Reception
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• Follow simple instructions in order</li> <li>• Use simple past tense to talk about an event</li> <li>• Recall main ideas of stories/talk</li> </ul>	<ul style="list-style-type: none"> <li>• Use everyday language related to time</li> <li>• Order and sequence familiar events - 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>
<b>Range &amp; depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>• Talk about themselves</li> <li>• Repeat new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>
<b>Historical Enquiry – Using evidence/communicate ideas</b>	<ul style="list-style-type: none"> <li>• Listen to others talk about their experiences</li> <li>• Answer simple questions about artefacts or experiences e.g. who, what, where, when and beginning to answer why.</li> <li>• Listen to short stories and videos and identify key facts</li> <li>• Use talk to communicate ideas and respond to others talk</li> </ul>	<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 ask 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>
<b>Historical Interpretation</b>		

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<b>Continuity &amp; Change</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>	
<b>Causes &amp; consequences</b>	<ul style="list-style-type: none"> <li>Respond to why questions and begin to question why things happen and give explanations</li> </ul>	
<b>Similarities/ differences</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>	
<b>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>	
<b>Organisation &amp; communication</b>	<ul style="list-style-type: none"> <li>To draw pictures to relay events</li> <li>To sequence visuals or photographs</li> <li>To talk about things that they have experienced using past tense</li> </ul>	<ul style="list-style-type: none"> <li>To talk in simple sentences using past tense</li> <li>To draw or create objects to represent events or people in the past</li> <li>To use past and present tense when reflecting on events, visitors, occasions.</li> </ul>
<b>Vocabulary</b>	My family, the other day, I went, I saw, little, younger, older, first, then, answer simple questions, old, new, mummy, daddy, sisters, brothers, grandma, grandad, old, change, growth, baby, toddler, child, adult	Today, yesterday, tomorrow, present, past, day, week, long ago, old new/recent parent, grandparent, great grandparent, Who? What? remember, change, time, timeline

## History Skills Progression Map

### Key Stage 1

#### National Curriculum Objectives

##### *Knowledge / understanding of British history*

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

##### *Knowledge / understanding of wider world history*

- Events from beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

##### *Local History*

- Significant historical events, people and places in their own locality

	Year 1	Year 2
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• Develop a simple awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Sort artefacts from distinctly different periods.</li> <li>• Match objects to people of different ages.</li> <li>• Sequence three events in chronological order (recent history).</li> <li>• Sequence events in their life.</li> <li>• Explain how they have changed since they were born.</li> <li>• Uses words and phrases: old, new, young, days, months, long time ago.</li> <li>• Remember parts of stories and memories about the past.</li> <li>• Place events on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use dates.</li> <li>• Recount changes in own life over time.</li> <li>• Place more than three people, events or objects in order using a given scale.</li> <li>• Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger.</li> <li>• Uses past and present tense when telling others about an event.</li> <li>• Sequence artefacts closer together in time. Check accuracy using books/ICT.</li> <li>• Sequence photographs from different periods of their life.</li> <li>• Place events on a simple timeline, adding times previously studied.</li> </ul>

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<b>Range &amp; depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own life and the lives of others.</li> <li>Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>Talk about simple similarities and differences between lives at different times.</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>Know and recount episodes from stories about the past, knowing and understanding key events.</li> <li>Identify differences between ways of life in different periods.</li> </ul>
<b>Historical Enquiry – Using evidence/ communicate ideas</b>	<ul style="list-style-type: none"> <li>Ask and begin to answer simple questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</li> <li>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</li> <li>Finds answers to simple questions about the past from sources of information (e.g. artefacts, pictures, stories).</li> <li>Choose and use parts of stories and other sources to show understanding of events.</li> <li>Communicate understanding of the past in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? 'How long ago did .... happen?'</li> <li>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</li> <li>Looks carefully at pictures or objects to find information about the past.</li> <li>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</li> <li>Ask and answer appropriate historical questions, using their growing historical knowledge.</li> <li>Choose and use parts of stories and other sources to show understanding of events.</li> <li>Communicate understanding of the past in a variety of ways.</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>Identify different ways that the past is represented, e.g. paintings, photos, artefacts, songs.</li> <li>Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</li> <li>Give a plausible explanation about what an object was used for in the past.</li> <li>Compare adults talking about their past – How reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet).</li> <li>Understands why some people in the past did things.</li> <li>Research the life of a famous Briton from the past using different resources to help them.</li> <li>Compare 2 versions of a past event.</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts.</li> </ul>

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<b>Continuity &amp; Change</b>	<ul style="list-style-type: none"> <li>Discuss change and continuity in an aspect of life. e.g. holidays.</li> </ul>	
<b>Causes &amp; consequences</b>	<ul style="list-style-type: none"> <li>Recognise why people did things.</li> <li>Recognise why some events happened.</li> <li>Recognise what happened as a result of people's actions or events.</li> </ul>	
<b>Similarities/ differences</b>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods, including their own lives.</li> </ul>	
<b>Significance of events/ people</b>	<ul style="list-style-type: none"> <li>Recognise and make simple observations about who was important in an historical event /account, e.g. talk about important places and who was important and why.</li> </ul>	
<b>Organisation &amp; communication</b>	<ul style="list-style-type: none"> <li>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</li> <li>Use simple terms to talk about the passing of time.</li> </ul>	
<b>Vocabulary</b>	Past, present, old, new, long ago, timeline, order, similar, different, because, remember, toys, materials, wood, plastic, grandparents' time, memories, drawing, photograph, artefact, Rothschild, museum, What...? When...? Where...?	Chronological order, sequence, canal, lock, travel, transport, trade, industry, The Great Fire of London, Samuel Pepys, diary, Christopher Wren, St Paul's Cathedral, memorial, compare, investigate, research evidence, Edith Cavell, Mary Seacole, Historians, letters, artefact, What...? When...? Where... Why...?

## History Skills Progression Map

### Key Stage 2

#### National Curriculum Objectives

##### *Knowledge / understanding of British history*

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

##### *Knowledge / understanding of wider world history*

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrast with British history - one study; Mayan civilization c. AD 900;

##### *Local history*

- A local history study

	Year 3	Year 4	Year 5	Year 6
	<b>KS2 Continue to develop chronologically secure knowledge of, and understanding of, British, local and World History. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time.</b>			
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• Put events, people, places and artefacts on a timeline including when special events took place.</li> <li>• Use correct terminology to describe events in the past.</li> <li>• Understands timeline can be divided into BC and AD.</li> <li>• Uses words and phrases:</li> </ul>	<ul style="list-style-type: none"> <li>• Understand more complex historical terms e.g. BC/AD, century, decade, after, before, during.</li> <li>• Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</li> <li>• Place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater historical perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses timelines to place events, periods and cultural movements from around the world.</li> <li>• Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>• Uses these key periods as</li> </ul>

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	<p>ancient.</p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline, compare where this fits into topics previously studied.</li> <li>Use dates and terms related to the study unit and passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Names and places dates of significant events from the past on a timeline.</li> <li>Place the time studied on a timeline, compare where this fits into topics previously studied.</li> <li>Use terms related to the period and begin to date events.</li> </ul>	<ul style="list-style-type: none"> <li>Gain greater historical perspective by placing their growing knowledge into different contexts.</li> <li>Use relevant terms and period labels - Empire, civilisation, continuity and change, cause and consequence, similarity, difference and significance.</li> <li>Make comparisons between different times in the past.</li> <li>Uses timelines to place and sequence local, national and international events.</li> <li>Sequences historical periods.</li> <li>Identifies changes within and across historical periods.</li> </ul>	<p>reference points: BC, AD Romans, Anglo-Saxons, Tudors, Victorians and Today.</p> <ul style="list-style-type: none"> <li>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Names date of any significant event studied from the past and place it correctly on a timeline.</li> <li>Place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater historical perspective.</li> <li>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</li> </ul>
<b>Range &amp; depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Find out about the everyday lives of people in time studied. Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in the time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in the time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life in 'early' and 'late' times studies.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>

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	<b>KS2 Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information.</b>			
<b>Historical Enquiry – Using evidence/communicate ideas</b>	<ul style="list-style-type: none"> <li>• Ask and answer simple questions about the past,</li> <li>• Understand that knowledge about the past is constructed from a variety of sources</li> <li>• Ask questions such as ‘how did people ....? What did people do for ....?’ Suggest sources of evidence to use to help answer questions.</li> <li>• Construct and organise responses by selecting relevant historical data</li> <li>• Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Observe small details – artefacts, pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the difference between primary and secondary sources of evidence.</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks questions such as ‘what was it like for a ..... during .....?’ Suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Choose relevant material to present a picture of one aspect of life in time past.</li> <li>• Ask and answer a variety of questions.</li> <li>• Use the library and the internet for own personal research.</li> <li>• Answer and begin to devise own historically valid questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses reliable sources of evidence to answer questions.</li> <li>• Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to build up a picture of a past event.</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Realises that there is often not a single answer to historical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses different sources of information and artefacts.</li> <li>• Evaluates the usefulness and accurateness of different sources of evidence.</li> <li>• Selects the most appropriate source of evidence for particular tasks.</li> <li>• Forms own opinions about historical events from a range of sources.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Suggest omissions and the means of finding out.</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Answer and devise own historically valid questions about change, cause, similarity and difference and significance.</li> </ul>



## History Skills Progression Map

Historical Interpretation	KS2 Understand that different versions of the past may exist, giving some reasons for this			
	<ul style="list-style-type: none"> <li>Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> <li>Recognise the part that archaeologists have in helping us understand more about what happened in the past.</li> <li>Identify and give reasons for the different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story.</li> <li>Note connections and cause and effect in historical periods studied.</li> <li>Look at representations of the period e.g. Museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>Gives reasons why there may be different accounts of history.</li> <li>Can independently or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Note connections in historical periods studied.</li> <li>Use text books and own growing historical knowledge to gain a better perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the past is represented and interpreted in different ways and give reasons for this</li> <li>Look at different versions of the same event – fact or fiction - and identify differences in the accounts.</li> <li>Give clear reasons why there may be different versions of events.</li> <li>Know that people (now and in past) can represent events or ideas in ways that persuade others</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the past has been represented in different ways.</li> <li>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>Pose and answer their own historical questions.</li> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> </ul>
<b>Continuity &amp; change</b>	<ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>		<ul style="list-style-type: none"> <li>As Year 3/4, and</li> <li>Use a greater depth of historical knowledge</li> </ul>	
<b>Causes &amp; consequences</b>	<ul style="list-style-type: none"> <li>Identify and give reasons for historical events, situations and changes</li> <li>Identify some of the results of historical events, situations and changes</li> </ul>		<ul style="list-style-type: none"> <li>Begin to offer explanations about why people in the past acted as they did</li> </ul>	

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<b>Similarities/ differences</b>	<ul style="list-style-type: none"> <li>Describe some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world.</li> </ul>		<ul style="list-style-type: none"> <li>Show understanding of some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world.</li> </ul>	
<b>Significance</b>	<ul style="list-style-type: none"> <li>Identify and begin to describe historically significant people and events in situations</li> </ul>		<ul style="list-style-type: none"> <li>Give reasons why some events, people or developments are seen as more significant than others</li> </ul>	
<b>Organisation &amp; communication</b>	<ul style="list-style-type: none"> <li>Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT.</li> <li>Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Use historically accurate terms to talk about the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT.</li> <li>Construct own responses beginning to select and organise relevant historical information.</li> <li>Use historical terms and vocabulary linked to specific units of work.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT.</li> <li>Use historical terms and vocabulary linked to specific units of work.</li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise information.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT.</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>Use historical terms and vocabulary linked to specific units of work.</li> </ul>
<b>Vocabulary</b>	chronological order, B.C, A.D, thousands of years, Stone Age, Iron Age, Neolithic, Bronze Age, hunter-gatherer, farmers, religion, spirits, hill forts, sacrifice, Britons, nomad/nomadic, early, ancient civilisation, Ancient Egypt, archaeologist, Ancient Egyptians, The Nile, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun	chronological order, B.C, A.D, Saxons, empire, invasion, settlers, migration, Celts, Roman, withdrawal, Boudicca, Romans invasion, Emperor, republic, empire army/soldiers, resistance, calendar, conquest, revolt, gods/goddesses invention, archaeologist, archaeology invasions, kingdoms, settlements, conversion, Christianity, reputation, raids, culture, achievements, legacy, effects, consequences, historian, source of evidence, first hand evidence, second hand evidence, myths and legend, Victorians, child labour, mills/factories, legislation, slums, epidemics	Anachronism, chronological order era/period, B.C, A.D, millennium, Ancient Greece, The Ancient Greeks, Monarchy, Vikings, invasion, raids, Berkhamsted castle, motte and bailey, motte, defense, execution, extent of change... extent of continuity... turning point to weigh up both sides on primary evidence, secondary evidence, this source suggests that... effects ,consequences,	Anachronism, chronological order era/period, B.C, A.D, World War I, World War II, trench, war, recruit, alliance, Blitz, Home Front, morale, democracy, Mayan, civilisation, culture stereotype, diversity, traditional, view, attitudes, compare and contrast, Tudors, court, The Pope, The Break with Rome Roman Catholic, Protestant, divorce, male heir, The Reformation Kings & Queens, monarchy, variety of sources, this source suggests that.. I can infer that... impression, the source omits to mention... the purpose .... reliability propaganda, one sided, biased, motive primary evidence, eye witness, secondary evidence,