

History

Skills Progression



	Understand chronology	Examine and interpret	Understand cause and effect	Compare	Hypothesise	Justify opinions
EYFS	Understand how I have change over time	To look at photos and talk about what they tell us about the past (Christmas, how I have changed)		To compare photos from my first day of school to now.	To hypothesise about whether an object is from the past or present	
Year 1	<p>Understand how things change over time (toys)</p> <p>To understand the chronology of my family between me and my grandparents.</p> <p>To sequence artefacts and events that are close together in time.</p> <p>To sequence pictures from different periods.</p> <p>To begin to use the words chronology and timeline</p> <p>To use words such as old, new, past,</p>	<p>To use pictures and artefacts to find out about the past.</p> <p>To ask and answer simple questions about the past using artefacts.</p> <p>Some children can choose and select evidence, explaining how it can be used to find out about the past.</p>	To retell simple stories	<p>To compare artefacts from my grandparents' time.</p> <p>To recognise similarities and differences between the past and present.</p> <p>To identify similarities and differences between ways of life (within and between topics)</p>	<p>To hypothesise about whether an object is from the past or present.</p> <p>To hypothesise about how old an artefact may be.</p> <p>To hypothesise why significant events happened.</p>	To explain that there are different types of evidence and sources.

	present, new, newest, old, oldest, before, after.					
Year 2	<p>To use the words chronology and timeline</p> <p>To understand the chronology of events.</p> <p>To sequence artefacts and events that are close together in time.</p> <p>To order dates from earliest to latest on a simple timeline.</p> <p>To use words such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after.</p> <p>End of KS1: to sequence pictures from different periods.</p>	<p>To choose and select evidence, explaining how it can be used to find out about the past.</p> <p>To observe and use photographs and artefacts to find out about the past.</p> <p>To begin to explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>To ask or answer simple questions about artefacts.</p> <p>To choose and select evidence, saying how it can be used to find out about the past.</p>	<p>To understand that there are reasons why people in the past acted as they did (Nelson Mandela)</p> <p>To show an understanding of historical terms such as monarch and government.</p>	<p>To begin to compare two versions of a past event.</p> <p>To recognise similarities and differences between the past and the present.</p> <p>To identify similarities and differences between ways of life (within and between topics)</p>	To hypothesise why significant events happened	To justify which source of evidence is best at providing information about the past.
Year 3	To sequence several events,	To use a range of sources from the past.	To explain why something happened	To compare 2 versions of the past	To hypothesise the reasons for change	To justify my opinion about what

	<p>artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>To place key events and individuals on a timeline.</p> <p>To understand and use appropriate vocabulary on a timeline</p>	<p>To examine 2 artefacts or sources, explaining how they can be used to find out about the past.</p> <p>To explain that there are different types of evidence and sources (primary and secondary) that can be used to help represent the past.</p>	<p>because of another event.</p> <p>Note key changes over a period of time, explaining why these might have happened.</p>	<p>and identify differences.</p> <p>To compare periods of time within and between units</p>	<p>over a period of time (i.e. stone age to iron age or why Richard III became king)</p>	<p>the most important cause was.</p> <p>To give a simple explanation about which is the most reliable source.</p> <p>To construct informed responses, justifying my opinion</p>
Year 4	<p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>To use vocabulary to explain the chronology of the period of time being studied.</p>	<p>To examine 2 or 3 artefacts or sources, explaining how they can be used to find out about the past.</p> <p>To identify differences in sources of evidence, explain why they might be different.</p> <p>To gather more detail from sources such as maps to build up a clearer picture of the past.</p>	<p>To note key changes over a period of time and be able to give reasons for those changes (i.e. what was the cause)</p> <p>To be able to explain how people and events in the past have influenced life today.</p>	<p>To identify differences in sources of evidence</p> <p>To compare historical living to that of my own.</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts being studied.</p>	<p>To hypothesise why key events happened.</p> <p>To hypothesise why historical people settled where they did (Egyptians near the Nile, Roman towns)</p> <p>To hypothesise what sources were used for.</p>	<p>To investigate different accounts of events and be able to justify which is more reliable.</p> <p>To construct informed responses about one aspect of life or a key event in the past through careful selection of relevant historical information.</p> <p>To understand and use appropriate vocabulary including ruled, reigned,</p>

	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>To understand and use appropriate vocabulary on a timeline</p>					<p>empire, invasion, conquer and kingdoms to justify my opinion.</p>
Year 5	<p>To order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>To use appropriate historical terms such as culture, religion, social, economic and politics when describing the past.</p>	<p>To begin to find and analyse a wide range of evidence about the past</p> <p>To begin to consider different ways of checking the accuracy of interpretations in the past.</p> <p>To show an understanding of the difference between primary and secondary evidence and the impact that this has on reliability.</p> <p>To begin to evaluate the usefulness of different sources.</p> <p>To recognise when using a primary or secondary source to collect evidence from the past</p>	<p>Understand and describe in some detail the main changes to an aspect in a period of history</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p>	<p>To recognise that some historical events and periods occurred concurrently in different locations, comparing these.</p> <p>Examine causes and results of significant events and the impact that these had on people</p>	<p>To hypothesise why significant events happened.</p> <p>To hypothesise what sources were used for.</p>	<p>To justify my opinions about the reliability of sources (i.e. Greek myths)</p>

	To understand and describe in some detail the main changes to an aspect in a period of history.					
Year 6	<p>To order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>Accurately use dates and terms to describe historical events</p> <p>To use appropriate historical terms such as culture, religion, social, economic and politics when describing the past.</p>	<p>To examine 3 or more sources of evidence, explaining in detail how they can be used to find out about the past.</p> <p>To find and analyse a wide range of evidence about the past</p> <p>To consider ways of checking the accuracy of interpretations of the past</p> <p>To understand the different between primary and secondary sources of evidence and the impact of this on reliability.</p> <p>To evaluate the usefulness of different sources.</p> <p>To investigate own lines of enquiry by posing historically valid questions to answer.</p>	<p>To show an awareness of the concept of propaganda and the impact that this had on society.</p> <p>Understand and describe in some detail the main changes to an aspect in a period of time.</p>	<p>To compare historical civilisations to those previously taught and my own life.</p> <p>To identify and note connections, contrasts and trends over time in the everyday lives of people</p>	<p>To hypothesise what sources were used for.</p>	<p>To use a range of evidence to justify the reliability of different interpretations of events, linking this to factual understanding about the past.</p> <p>To justify my opinion about the most useful source of evidence.</p>