



Bonneygrove and Millbrook Primary Federation

Progression of Skills

History

Skill	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronological knowledge and understanding	<p>Children can: Talk about their immediate family.</p> <ul style="list-style-type: none"> Remember and talk about events in their own lives. Fit two events from their own lives into a chronological framework (then and now) Use language that supports their 	<p>Children can:</p> <ul style="list-style-type: none"> Talk about past and present events in their own lives and the lives of their immediate family. Sequence three familiar people/events in their lives. Use language that supports their understanding of the past and present. 	<p>Children can:</p> <ul style="list-style-type: none"> Recount past events in their own lives in chronological order. Know what a timeline is and how it is used. Use language that supports their understanding of the past and present. Sort artefacts from 'then' and 'now'. 	<p>Children can:</p> <ul style="list-style-type: none"> Record some events on a pre-prepared timeline related to the topic being studied. Remember some significant names and events related to the topic being studied. Use language that supports their understanding of the past and present. 	<p>Children can:</p> <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (before Christ or BCE (Before common era) and AD (Anno Domini) or CE (common era) Use dates to place events and historical figures related to the topic being studied on a timeline. 	<p>Children can:</p> <ul style="list-style-type: none"> Describe the main changes in a specific period/era in history in chronological order. Place current study of history on a timeline in relation to previous studies. 	<p>Children can:</p> <ul style="list-style-type: none"> Position a growing range of historical eras on a timeline (to include previously learned topics) (eg. Ancient Egypt, Anglo-Saxons, Romans, Stone Age, Queen Victoria, WW2, The Moon Landings). Describe the main changes in a specific period/era in history in chronological order. 	<p>Children can:</p> <ul style="list-style-type: none"> Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt, Ancient Greece, Bronze Age Britain. Match iconic images to periods of history studied. Annotate a timeline with historical terms and facts, showing an understanding of historical scale.

	understanding of the past and present.							
Skill	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical knowledge and understanding of people and events from the past	Children can: Talk about and describe special times and events in their own lives that are important to them. Begin to gain an understanding of the past through settings, characters and events encountered in books read in class and storytelling.	Children can: To know that some things are from the past and were used before they were born e.g. telephones, bicycles. Know they can find out about their own past and those of their family from talking to people and looking at photographs.	Children can: Understand that there are differences between things that happened in the past and present. Talk about and describe some features related to the past. Describe some simple similarities and differences between historical artefacts.	Children can: Understand that we can learn about events from the past using a variety of historical sources e.g. photographs, letters, diaries, music, paintings, artefacts. Talk about and describe similarities/ differences between their own life and the lives of people from the past.	Children can: Begin to understand the difference between primary and secondary sources. Use drama to develop empathy and understanding about the lives of people from the past. e.g. hot seating, freeze frames.	Children can: Understand the difference between primary and secondary sources. Choose reliable sources of information to find out about the past.	Children can: Know key dates, people and events from periods of history studied. Compare lives of people from the past to our own, giving reasons for the differences based on their understanding of the period.	Children can: Describe and explain key changes in a historical period (political, cultural, social, religious, technological changes) backed up with evidence. Describe how some of the things studied from the past affect/influence life today.

Skill	EYFS		Key Stage 1		Key Stage 2			
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Historical enquiry.	<p>Children can:</p> <ul style="list-style-type: none"> • Begin to understand 'how' and 'why' questions. • Use artefacts in their play and know that some are old, and some are new e.g. cameras, phones. 	<p>Children can:</p> <ul style="list-style-type: none"> • Answer 'how' and 'why' questions giving reasons for their responses. • Compare and contrast characters from stories including figures from the past. 	<p>Children can:</p> <ul style="list-style-type: none"> • Give answers to some simple questions about the past from sources of information e.g. 'What do you think it could have been used for?' 'What do you notice about this picture/ photograph?' 	<p>Children can:</p> <ul style="list-style-type: none"> • Understand and talk about some of the ways in which we find out about the past. • Look carefully at pictures or objects to find information about the past and give reasons for their interpretations. 	<p>Children can:</p> <ul style="list-style-type: none"> • Ask questions and make simple deductions and inferences based on different sources. • Use the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information and answer questions about the past. 	<p>Children can:</p> <ul style="list-style-type: none"> • Suggest sources of evidence to use to help ask and answer questions: such as 'How did people? What did people do for?' • Select and record information relevant to a historical study. 	<p>Children can:</p> <ul style="list-style-type: none"> • Ask and answer a variety of questions about the past, considering aspects of change, cause, similarity and difference and significance. • Choose reliable sources of evidence to answer questions. 	<p>Children can:</p> <ul style="list-style-type: none"> • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer.
Skill	EYFS		Key Stage 1		Key Stage 2			
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Historical interpretation	Children can: <ul style="list-style-type: none"> • Read different versions of the same (traditional) stories. • Make sense of their own life story and family's history through photographs, stories and role play. 	Children can: <ul style="list-style-type: none"> • Read stories and begin to distinguish between fact and fiction. • Begin to understand there are different ways in which the past is represented e.g. photographs, stories, talking to adults. 	Children can: <ul style="list-style-type: none"> • Begin to identify different ways in which the past is represented (e.g. photos, stories, written accounts, talking to adults) • Begin to use sources to identify some details and answer simple questions. 	Children can: <ul style="list-style-type: none"> • Identify different ways in which the past is represented • Begin to understand the reliability of different sources and discuss whether they are useful or not. 	Children can: <ul style="list-style-type: none"> • Explore the idea that there are different accounts of a particular person or event from history. • Refer to more than one source of evidence for more accurate understanding of people and events from history. 	Children can: <ul style="list-style-type: none"> • 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 other. 	Children can: <ul style="list-style-type: none"> • Give reasons why there may be different accounts of history. • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. 	Children can: <ul style="list-style-type: none"> • Explore all available evidence to form their own opinion on a historical event. • Evaluate evidence to choose the most reliable forms.
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<p>Organisation and communication</p>	<p>In EYFS Children should be encouraged to communicate their knowledge and understanding about the past through discussion, descriptions, drawing pictures, drama/role play, making models, writing and using ICT.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Describe artefacts, people and events. • Write simple sentences describing features of the past. 	<p>Children can:</p> <ul style="list-style-type: none"> • Begin to use dates and historical vocabulary with increasing accuracy. 	<p>Children can:</p> <ul style="list-style-type: none"> • Use and understand appropriate historical vocabulary to communicate information. • Present, communicate and organise ideas about the past using models, drama/ role play, speech bubbles with annotations and different genres of writing including letters, recounts, poems, adverts, diaries, posters and information texts. 	<p>Children can:</p> <ul style="list-style-type: none"> • Use and understand appropriate historical vocabulary to communicate information. • Present, communicate and organise ideas about the past using models, drama/ role play, speech bubbles with annotations and different genres of writing including letters, recounts, poems, diaries, posters and information texts. 	<p>Children can:</p> <ul style="list-style-type: none"> • Know and show a good understanding of historical vocabulary. • Present, communicate and organise ideas about the past using discussions and debates, drama/role play, presentations and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports. 	<p>Children can:</p> <ul style="list-style-type: none"> • Know and show a good understanding of historical vocabulary. • Present, communicate and organise ideas about the past using discussions and debates, drama/role play, presentations and different genres of writing such as myths, instructions, accounts, diaries, letters, information/ travel guides, posters, news reports.
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Key Concepts	EYFS		Key Stage 1		Key Stage 2				
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Continuity and change in and between periods	<p>Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.</p>								
	<ul style="list-style-type: none"> Observe and describe things that have changed, and stayed the same, during their own life. 	<ul style="list-style-type: none"> Identify things that have changed or stayed the same during their own life and from times before living memory. 	<ul style="list-style-type: none"> Identify and explain change and continuity from a period of history and make links between significant events. 	<ul style="list-style-type: none"> Identify and explain change and continuity within, and across different periods of history. 					
Cause and consequence	<p>Cause and effect can be defined as the process historians use to identify a chain of events. Its objective is to identify, examine and analyse the reasons why events have happened and then the consequences of the event. It is useful to think of the concept in terms of 'why' and 'what'. Sometimes the link is clear but not always. Usually there are many reasons that lead to an episode or act. There can also be many outcomes. Often the outcomes are easily identifiable but sometimes they are difficult to predict and on some occasion may not be detected until long after the event.</p>								
	<ul style="list-style-type: none"> Question why things happen and give simple explanations. 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> Identify and suggest reasons for, results of, historical events, situations and changes. 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes. 					
Similarities and differences within a period or situation	<p>Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different, allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.</p>								
	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society. 	<ul style="list-style-type: none"> Describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity. 	<ul style="list-style-type: none"> Explain similarities and differences in the lives of people from different social classes, cultures, religions or ethnic diversity across different time periods. 					

Significance of events, people or places.	Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or a place. The importance or significance of a person, place or event defines and influences the way that the past is remembered.			
	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> • Talk about who was important in a simple historical account and offer reasons why. 	<ul style="list-style-type: none"> • Identify historically significant people and events, and their impact. 	<ul style="list-style-type: none"> • Consider/explain the significance of key historical people and events and their impact.