



History - Progression of Key Skills and Knowledge - EYFS to Year 6

Chronology

EYFS	Year 1	Year 2	End of KS1 Expectations	
<p>Communication and language: Speaking I can retell a simple past event and use talk to relive and recall past experiences. 30 – 50 mnths</p> <p>Understanding the World: People and communities I can remember and talk about significant events in my own experiences 30 – 50 mnths I can talk about past and present events in my own life and of family members. ELG</p>	<p>Sequence events or objects in chronological order.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Use common words and phrases to describe the passing of time.</p>	<p>Sequence artefacts that are closer together in time.</p> <p>Sequence events and know where people studies fit into the order of time.</p> <p>Sequence photos etc from different periods of their life</p> <p>Describe memories of key events in their lives</p>	<p>To talk about changes within their living memory.</p> <p>To compare life in different time periods</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>To place a time period being studied on a timeline</p> <p>To sequence events and artefacts</p> <p>To use dates related to the passing of time</p>	<p>To place specific events from a time period studied on a timeline.</p> <p>To use terms related to the time period</p> <p>To begin to date events</p> <p>To understand more complex terms eg BC/AD</p>	<p>To place a time period on a timeline in relation to other time periods that have been studied</p> <p>Use relevant terms and period labels</p> <p>Relate current studies to previous historical studies</p> <p>Make comparisons between different times in history</p>	<p>To place a time period on a timeline in relation to other time periods that have been studied</p> <p>To use relevant dates and terms for the historical period</p> <p>To sequence up to ten events on a timeline</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To develop the use of appropriate historical terms within time periods</p>

Range and Depth of Historical Knowledge

EYFS	Year 1	Year 2	End of KS1 Expectations	
<p>Communication and language: Speaking I can retell a simple past event. Use talk to relive and recall past experiences. 30 – 50 mnths</p> <p>I can use stories, songs and role play to find out about the past.</p>	<p>Begin to describe similarities and differences in objects.</p> <p>Drama – why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Find out about people and events in other times.</p> <p>To confidently describe similarities and differences in collections of artefacts.</p> <p>Drama – to develop empathy and understanding (hot seating role play etc)</p>	<p>To know some significant historical events, people and places in the local area</p> <p>To know some events from beyond living memory that are significant globally or nationally</p> <p>To know about the lives of significant individuals in the past who have contributed to National and International achievements</p>	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
<p>Find out about the everyday lives of the people in the time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and the results of peoples actions.</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events</p> <p>Look for links and effects in time studied</p>	<p>Study different aspects of the lives of different people – differences between men and women etc</p> <p>Examine causes and results of great events and the impact on people.</p>	<p>Find out about beliefs behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>	<p>To establish clear narratives within and across the periods of time studied.</p> <p>To note connections, contrasts and trends over time.</p>

Understand why people may have had to do something. Study change through the life of significant individuals.	Offer a reasonable explanation for some events. Develop a broad understanding of ancient civilisations.	Compare life in early and late times studied Compare an aspect of life with the same aspect in another period. Study an ancient civilization in detail.	Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates characters and events of the time studied. Compare and contrast ancient civilisations.	
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Interpretations of History

EYFS	Year 1	Year 2	End of KS1 Expectations	
Understanding the World: The World: I can develop an understanding of growth, decay and change over time. 30 – 50 mnths I can make observations of animals and plants and explain why some things occur and talk about changes. ELG	To begin to identify different ways to represent the past eg stories, photos, and adults talking about the past.	To compare pictures or photographs of people or events in the past. To identify different ways and look at different sources to represent the past.		
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Identify and give reasons for the different ways the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museums, cartoons, stories etc.	Look at the evidence available to draw conclusions. To begin to evaluate the usefulness of different sources. To use text books and historical knowledge.	To compare accounts of events from different sources – both fact and fiction. To offer some reasons for different versions of events.	To link sources and work out how conclusions have been arrived at To consider ways of checking the accuracy of interpretations – fact, fiction and opinion. To be aware that different evidence will lead to different conclusions. Confident use of a library for research.	To understand how knowledge of the past is constructed from a range of sources. To note connections, contrasts and trends overtime

Historical Enquiry

EYFS	Year 1	Year 2	End of KS1 Expectations	
Communication and language: Speaking I can retell a simple past event. Use talk to relive and recall past experiences. 30 – 50 mnths Mathematics Shape, space measure: I can use everyday language related to time 40-60 mnths	Sort artefacts into then and now Use as wide range of sources as possible Speaking and listening to develop historical enquiry with visitors etc. To ask and answer questions related to different sources and objects.	To use a source to ask why, what, who how and where to ask questions and find answers. Sequence a collection of artefacts Use of timelines Discuss the effectiveness of sources		
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations

Use a range of sources to find out about a period. Observe, small details in artefacts and pictures. Select and record information relevant for the study of the time period. To begin to use the Library and the internet for research. To ask and answer questions using historical vocabulary.	To use evidence to build up a picture of the past. To choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions To use the library and internet for research	To begin to identify primary and secondary sources To use evidence to build up a picture of life in the time studied To select relevant sections of information. To confidently use the library and internet for research.	To recognise primary and secondary sources of information. To use a range of sources to find out about an aspect of time in the past. Suggest any omissions and means of finding out. To bring knowledge geared form several sources together in a fluent account.	To understand how knowledge of the past is constructed from a range of sources. To regularly address and sometimes devise historically valid questions about change cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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Organisation and Communication

EYFS	Year 1	Year 2	End of KS1 Expectations	
Understanding the World: People and communities I can remember and talk about significant events in my own experiences 30 – 50 mnths I can talk about past and present events in my own life and of family members. ELG I can use stories, songs and role play to find out about the past.	Timelines (3D with objects/sequential pictures) Drawing Roleplay/drama Writing – reports, labelling, simple recount.	Class display or museum Annotated photographs ICT		
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama	To know the period in which the study is set Display findings u a variety of ways Work independently and in groups.	Fit events into a display sorted by theme time Use appropriate terms matching dates to people and events Record and communicate knowledge in different forms Work independently and in groups showing initiative.	Select aspects of study to make a display Use a variety of ways to communicate knowledge and understanding including extended writing. Plana and carry out investigations.	