



Progression of skills for History

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical terms	<p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words</p> <p>Vocabulary to include: Children, adults, men, women, Grandparents, people, time, clothes, food, homes, technology, families, materials, beliefs. Timeline, event, earliest, recent, changes, before, after, now and then.</p>	<p>Use a wide vocabulary of everyday historical terms -start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; -talk and write about things from the past using some historical vocabulary.</p> <p>Vocabulary to include: Buildings: the church, city, town Commemoration: monument, remembrance Discrimination: racism and sexism Exploration Government: parliament, Nation/country, peace, religion ruler: king Society, technology, trade, transport, travel war: battle, conflict</p>	<p>Develop the appropriate use of historical terms -build on prior knowledge to start to gain further understanding of substantive concepts; -understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> <p>Vocabulary to include: Civilisation, colonisation, conquest, culture economy: money, tax, barter Empire, enslavement, entertainment, farming, kingdom, knowledge, leisure , migration, occupation (of territory), power, settlement, tribe</p>	<p>Use historical terms and concepts in increasingly sophisticated ways -continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; -start to recognise that some concepts, such as technology, will be different across different periods of history; -continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> <p>Vocabulary to include all taught previously plus: Democracy decolonisation golden age propaganda treaty</p>			



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Interpretations of history	Be exposed to different representations of the past.	<p>Identify different ways in which the past is represented</p> <ul style="list-style-type: none"> -start to compare two versions of past events; -start to understand that there can be different versions of the same event from the past; -observe and use pictures, photographs and artefacts to find out about the past; -start to use stories or accounts to distinguish between fact and fiction; -explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. 		<p>Understand that different versions of the past may exist, giving some reasons for this</p> <ul style="list-style-type: none"> -look at two versions of the same event or story in history and identify differences; -investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. -begin to understand some of the ways in which historians and others investigate the past. 		<p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> -find and analyse a wide range of evidence about the past; -use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; -consider different ways of checking the accuracy of interpretations of the past; -start to understand the difference between primary and secondary evidence and start to question its reliability; -show an awareness of the concept of propaganda; -know that people in the past represent events or ideas in a way that may be to persuade others; -continue to develop their understanding of how historians and others investigate the past. 	



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Historical enquiry - Using evidence / Communicating ideas	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain	Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding -observe or handle evidence to ask simple questions about the past; -observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; -use evidence to explain the key features of events; -sort some objects/artefacts into new and old and then and now. -talk, write and draw about things from the past; -use historical vocabulary to retell simple stories about the past.	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. -use a range of primary and secondary sources to find out about the past; -construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; -gather more detail from sources such as maps to build up a clearer picture of the past; -regularly address and sometimes devise own questions to find answers about the past; -begin to undertake own research. -present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches, letters or autobiographies); -start to present ideas based on their own research about a studied period.	Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts -recognise when they are using primary and secondary sources of information to investigate the past; -use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; -select relevant sections of information to address historically valid questions and construct detailed, informed responses; -investigate their own lines of enquiry by posing historically valid questions to answer. -present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; -plan and present a self-directed project or research about the studied period.			



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* Questions relate to key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:							
Continuity and change in and between periods	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times		Describe / make links between main events, situations and changes within and across different periods/societies		Identify and explain change and continuity within and across periods	
Cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result		Identify and give reasons for, results of, historical events, situations, changes		Analyse / explain reasons for, and results of, historical events, situations, changes	
Similarity / Difference within a period/situation	Similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society		Describe social, cultural, religious and ethnic diversity in Britain & the wider world		Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies	
Significance of events / people	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account		Identify historically significant people and events in situations		Consider/explain the significance of events, people and developments in their context and in the present.	



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Local history	Significant historical events, people and places in their own locality	Significant historical events, people and places in their own locality using school artefacts - punishment books, school log and photographs from our collection.		A local study of Canning Town and the changes over time as the area developed and the changes of the people, jobs, housing and infrastructure.		A local study of how the area's location on the river Thames shaped the development and how WWII impacted the local area.	
Knowledge / understanding of British history	Changes within my life, where appropriate to link to changes in parents/family lives.	Changes within living memory history of food, housing, Moon landing, the Internet, Seaside, Florence Nightingale/Mary Seacole, Plague and GfL to reveal changes in national life.		Changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain Britain's settlement by AngloSaxons and Scots, the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor The mystery of the two Princes in the Tower, (The Plantagenets)		Development of Church, state and society 1066-1509 Development of Church, state and society 1509-1745 Ideas, political power, industry and empire 1745-1901 Challenges to Britain, Europe and the wider world 1901 to present day(including the Holocaust) An aspect or theme of British history that consolidates and extends pupils' chronological knowledge from before 1066	
Knowledge / understanding of wider world history	To understand that things change over time.	Events from beyond living memory that are significant nationally or globally. 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		The achievements of the earliest civilizations; in depth study of Egypt. Ancient Greece – life, achievements, influence. Non-European society that contrasts with British history. Depth study of Mayan civilization c. 900 AD		At least one study of a significant society or issue in world history and its connections with wider world developments	