Braishfield Primary School Progression of skills in History for EYFS, KS1 and KS2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Chronology	Order events in their own lives e.g them being born, becoming a toddler, becoming a child and recount how they have changed. Order events in their own lives e.g being born, nursery/pre school, EYFS. Begin to words linked to passing of time.	➢Place known events and objects in chronological order ➢Sequence events and recount changes within living memory ➢Use common words and phrases relating to the passing of time	➢Show an awareness of the past, using common words and phrases relating to the passing of time ➢Describe where the people and events he/she studies fit within a chronological framework	➢Use an increasing range of common words and phrases relating to the passing of time ➢Describe memories of key events in his/her life using historical vocabulary	➢Place some historical periods in a chronological framework ➢Use historic terms related to the period of study ➢ Understand more complex terms e.g. AD/ BC	➢Use dates to order and place events on a timeline ➢ Make comparisons between different times.	➢Describe a chronologically secure knowledge and understanding of British cal and worldhistory, establishing clear narratives within and across the periods he/she studies	
Historical knowledge	Identify some similarities and differences between their life in school and their life in preschool/nursery. Knowing the difference between recent past and long ago.	➢Understand key features of events ➢Identify some similarities and differences between ways of life in different periods	➢Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events ➢Describe significant historical events, people and places in his/her own locality ➢Describe changes within living memory and aspects of change in national life ➢Describe events beyond living memory t hat are significant nationally or globally ➢Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare a ects of life in different periods	➢ Compare with our life today ➢Identify reasons for and the results of people's actions ➢ Begin to understand people's motives.	➢ Use evidence to reconstruct life in time studied. ➢ Identify key features of events ➢ Identify links and offer reasonable explanations for events studied.	➢Give some reasons for some important historical events ➢Study different aspects of different people. ➢ Examine causes and results of events on the effect on people ➢Compare an aspect of life with the same aspect in another period.	➢ Find out about beliefs, behavior and characteristics of people, recognizing not everyone shares the same views. ➢ Know key dates, characters and events of time studied.	
Historical interpretation	Retell events that happened in their own life using photographs	➢Relate his/her own account of an event and understand that others may give a different version	➢ Compare pictures and photographs of peoples from in the past and discuss how reliable they are.	➢ Identify and give different ways in which events in the past can be represented. ➢ Look at and compare different representations of the past.	➢Understand that sources can contradict each other ➢ Begin to evaluate the usefulness of sources.	➢Make comparisons between aspects of periods of history and the present day ➢Evaluate the usefulness of a variety of sources ➢ Offer some reasons for different versions of events.	➢Understand how our knowledge of the past is constructed from a range of sources ➢Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	
Historical enquiry	Find answers to some simple questions about their own past e.g by asking parents, grandparents Sort artefacts into then and now Find answers to some simple questions about a historical event.	➢Find answers to some simple questions about the past from simple sources of information ➢ Describe some simple similarities and differences between artefacts ➢ Sort artefacts from 'then' and 'now' ➢Ask and answer relevant basic questions about the past	➢ Identify similarities and differences between ways of life in different periods ➢Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented	➢ Use a range of sources to find out about a period of time ➢ Select and record relevant information	➢Use sources of information in ways that go beyond simple observations to answer questions about the past ➢Use a variety of resources to find out about aspects of life in the past	➢Compare sources of information available for the study of different times in the past ➢ Begin to identify primary and secondary sources	➢Make confident use of a variety of sources for independent research ➢Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance ➢ Bring knowledge gathered from seve sources to make a fluid account	
Organisation and Communication	Talk and draw about aspects of their own past e.g when they were a baby, their time in pre school	➢Talk, draw or write about aspects of the past	➢Speak about how he/she has found out about the past ➢Record what they have learned by drawing and writing ➢Use a wide vocabulary of everyday histo l terms	➢ Recall, select and organize historical information	➢Communicate his/her learning in an organised and structured way, using appropriate terminology	➢Present findings and communicate knowledge and understanding in different ways ➢Provide an account of a historical event b ased on more than one source	➢Use evidence to support arguments ➢Construct informed responses that involve thoughtful selection and organisation of relevant historical information	