



Our Lady's RC Primary School Skills Progression Subject area: History							
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Use common words and phrases for the passing of time (e.g. now, today, yesterday).</p> <p>Talks about past and present events in their lives.</p>	<p>Sequence events or photographs from different times in their life.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p>	<p>Sequencing up to six events on a timeline.</p> <p>Beginning to recognise how long each event was.</p> <p>Sequence artefacts closer together in time.</p> <p>Use common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p>	<p>Place the time studying on a timeline.</p> <p>Sequence several events or artefacts.</p> <p>Use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Begin to develop a chronological knowledge of local, British and world history across the periods studied.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Using BC/AD.</p>	<p>Place events from period studied on a timeline.</p> <p>Sequence eight to ten artefacts, historical pictures or events.</p> <p>Begin to develop a chronological knowledge of local, British and world history across the periods studied.</p> <p>Use terms related to the period and begin to date events.</p> <p>Using BC/AD.</p>	<p>Know and sequence key events from the time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Developing a chronological understanding of British, local and world history across the periods studied.</p> <p>Using the terms AD and BC in their work.</p>	<p>Sequence up to 10 events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Use relevant dates and terms</p> <p>Developing a chronological understanding of British, local and world history across the periods studied..</p> <p>Using the terms AD and BC in their work.</p> <p>Understand the term "century" and how dating by centuries works.</p>



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<b>Cause and effect</b>	Asking questions about why things happen.	Asking questions about why people did things, why events happened and what happened as a result.  To know that everyday objects have changed as new materials have been invented e.g. plastic toys.	To know that changes may come about because of improvements in technology e.g. how learn at school.  Recognise why people did things, why events happened and what happened as a result e.g. Florence Nightingale and Mary Seacole.	To know that advancements in science and technology can be the cause of change.  Identify the consequences of events and the actions of people.	To know that advancements in science and technology can be the cause of change.  Identify the consequences of events and the actions of people.  Identify reasons for historical events, situations and changes.	Give reasons for historical events, the results of historical events, situations and changes.	Start to analyse and explain the reasons for, and results of historical events, situations and change.  To know that members of society standing up for their rights can be the cause of change.
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<b>Historical significance</b>	Talks about special events in their own lives e.g. birthday.	To know that some people and events are considered more 'special' or significant than others e.g. Monarchs.  To know that some events are more significant than others e.g. coronation of Monarch.	To know that 'historically significant' people are those who changed many people's lives e.g. Mary Seacole.  To know the impact of a historical event on society e.g. Great Fire of London.	To recall some important people and events.  To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come e.g. Greeks developing democracy.	Identify who is important in historical sources and accounts.  To know that significant archaeological findings are those which change how we see the past.  To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come e.g. Romans invading Britain.	Identify significant people and events across different time periods.  Explain the significance of events, people and developments e.g. Mayans.	Explain the significance of events, people and developments.  Compare significant people and events across different time periods.
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<b>Continuity and change</b>	To know that people change as they grow older.	To be aware that some things have changed and some have stayed the same in their own lives.  To know that everyday objects have changed over time e.g. toys.	Recognise some things which have changed/stayed the same as the past.  To know that daily life has changed over time but that there are some similarities to life today e.g. Victorians.  Identify simple reasons for changes.	Describe the changes and continuity between different periods of history.  Identify what the situation was like before the change occurred.	Compare different periods of history and identify changes and continuity.  Begin to suggest reasons for change and reasons for continuities.	Identify the reasons for changes and continuity.  Describe the links between different societies.	Analyse and present the reasons for changes and continuity.  To know that change can be brought about by conflict.  Make links between events and changes within and



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		Understand that some things change while other items remain the same and some are new.					across different time periods / societies.
<b>Similarity and difference</b>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Begin to look for similarities and differences over time in their own lives.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past e.g. clothes.</p> <p>Identify similarities and differences between different times e.g. toys played with now and toys grandparents played with.</p>	<p>To know that there are similarities and differences between their lives today and their lives in the past e.g. school today and school in Victorian era.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past e.g. invention of internet.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past e.g. trains.</p>	Identify similarities and differences between periods of history.	<p>Identify similarities and differences between periods of history.</p> <p>Explain similarities and differences between daily lives of people in the past and today.</p>	<p>Make links with different time periods studied.s</p> <p>Explai similarities and differences between daily lives of people in the past and today</p>	<p>Make links with different time periods studied.</p> <p>Describe change throughout time e.g. crime and punishment.</p>
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<b>Historical interpretations</b>	To know some things are fact and others are fiction.	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past: how reliable are their memories?</p> <p>To know that the past can be represented in photographs</p>	<p>To know that the past can be represented in photographs.</p> <p>Compare pictures or photos of people or events in the past.</p> <p>Recognise different ways in which the past is represented e.g. photographs, diaries.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>Identify differences in accounts and the different ways in which the past is represented.</p> <p>Look at different representations of the period – artefact, newspaper, historians book etc.</p> <p>Distinguish between different sources – compare different versions of the same story.</p>	<p>Begin to evaluate the usefulness of different sources.</p> <p>Identify differences in accounts and begin to give reasons as to why they may be different.</p> <p>Look at different representations of the period – artefact, newspaper, historians book etc.</p>	<p>Know that people (now and in the past) can represent events or ideas that persuade us.</p> <p>Compare accounts from different sources about the same event.</p> <p>Offer some reasons for different versions of events.</p> <p>To understand that there are different interpretations of historical figures and events.</p>	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>Suggest accurate and plausible reasons as to how / why aspects of the past have been represented and interpreted in different ways.</p>



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<b>Historical enquiry</b>	Ask questions about the past.	Ask questions and find answers to simple questions about the past from sources of information e.g. artefacts of toys.  To know that we remember some (but not all) of the events that we have lived through.	To know artefacts can tell us about the past.  Make simple observations about an artefact.	Use a range of sources to make observations.  Observe small details in artefacts, pictures etc,  Select and record information relevant to an enquiry.  Ask and answer questions.	Use a range of sources to answer questions about the past.  Choose relevant material to present a picture of the past.  Ask a variety of questions.  Begin to use a variety of resources to find out about aspects of life in the past.  To know that archaeological evidence can be used to find out about the past.	Begin to identify primary and secondary sources.  Use evidence to build up a picture of a past event of life in the past.  Select relevant sections of information.  Use books and internet for research with increasing confidence.	To understand that there are different interpretations of historical figures and events.  Recognise primary and secondary source.  Bring knowledge gathered from several sources together to answer an enquiry.  Evaluate the usefulness and accuracy of different sources and evidence.  Form own opinion about historical events from a range of sources.