

Progression of Skills, Understanding and knowledge History



N. Comment		16.00	100	38										
History	EYFS	Year 1	Year 2	١	Year 3	Yea	ar 4	Year 5		Year 6		Year 7	Year 8	
	Stage 1 - Answer questions using a range of artefacts/ photographs/pictures provided - Talk about the different ways that the past is represented - Recount some interesting facts from an historical event - Talk about some important people from the past - Talk about how their actions changed the way we do things today - Recognise that there are reasons why		Choose and use parts of stories or other sources to show that I understand events or people from the past Explain why Britain has a special history by naming some famous events and some famous people Talk about what type of evidence is reliable when finding out about the past Talk about a 'nation', an aspect of its history and the impact it has had on the nation Show an understanding of concepts such as civilisation, monarchy, parliament, democracy,			Describe the social, ethnic, cultural or religious diversity of past societies Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ Suggest causes and consequences of some of the main events and changes			Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same Begin to appreciate that how we make decisions as a country has been through a Parliament for some time Appreciate and explain that significant events in history have helped shape the country we		Stage 5 Analyse the causes and consequences of particular historical events, situations and changes, explaining the relationships between different causal factors and assessing their relative importance. Describe and analyse the nature and extent of similarity/difference between the experiences and ideas, beliefs and attitudes of different groups of people within particular past societies. Use a range of criteria to evaluate and explain the significance of events, people and			
Knowledge and interpretation	Piper	eople in the past ell you how I four events in the past ecognise that son re more reliable to a more more reliable to a more and understant ation, and the costory mow an understant of a moment of a more more more more more more more more	acted as they did ad out about people st the forms of evidence han others when he past ading of the word ncept of a nation's adding of concepts parliament, war and ng about historical the evocabulary such as: acts, reasons, events, the events to people from the that they did of an historical event equences were that on the way we the stignificant events that on the sate of the stignificant time periods the differences that on the sate of the sate	war peo Cre eve Unct con per Sug did Sug hist Exp sha Beg bee and Giving the	arr and peace when talking about historical ople and events eate my own accounts of historical people or ents derstand and use vocabulary such as: find t, explain, reasons, events, causes, insequences, impact, affected, actions, time riods ggest why certain events happened as they did in history ggest why certain people acted as they did in tory olain how events from the past have helped ape our lives today? gin to appreciate why Britain would have en an important country to have invaded d conquered we a broad overview of life in Britain during etime period studied mpare some of the times studied with those other areas of interest around the world		in history Use literacy, numeracy computing skills to a go to communicate inform the past Understand and use vo as: compare, contrast, events, cause, effect, c impact, overview, char features, civilisations, diversity, aspects, belie historical accounts, exp. Answer historical ques information and evider carefully considered an giving reasons for the comade Understand how our kithe past is constructed of sources Describe in detail any hevents from the differed am studying/have studies.	r and ood standard mation about ocabulary such reasons, consequences, cacteristic culture, efs, attitudes, plain tions, using nece that I have nd selected, choices I have nowledge of from a range instorical ent period/s I		have today Show an awareness of the concept of propaganda an historians must understand social context of evidence studied Identify continuity and chain the history of the localit the school Give a broad overview of libritain and some major every from the rest of the world Make connections, compa and contrast some of the tatus of the tatus of interest around the world Describe the social, ethnic, cultural or religious diversi past society Describe the characteristic features of the past, includides, beliefs, attitudes an experiences of men, wome and children Explain how some aspects history/historical events had an impact elsewhere i world Use literacy, numeracy and computing skills to communicate information about the past	I how I the	developments in in the present date in increasingly so recognising that abstract terms, s'parliament' is shiparticular histories.	their historical context and ay. The series and substantive concepts ophisticated ways, the meaning of specific such as 'empire' or haped by reference to	

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Histor	У	와 Year 1	Year 2		Year 3	Ye	ear 4	Year 5		Year 6		Year 7	Year 8
	St	tage 1		Sta	age 2	S	tage 3		Sta	ge 4		Stage 5	
Historical enquiry		Make comments ab learnt and ask quest understand Understand and use how, why, because, what/if/when/why? Show some underst people find out abo: Show some underst evidence is collected historical facts Ask questions such a for people? What hago? Answer questions b' sources, such as an pictures Understand and use questions, find out, history, information artefacts, objects, h investigate Understand and talk find out about the p Show understanding collected and used to facts Ask questions such a for people? What hago? Answer questions b' source, such as an in Research the life of to live in my area us other sources to find Understand and use questions, wonder, collect, points of vie historical, informatic sources of informatic artefacts, objects, h investigate	vocabulary such as: find out, I wonder anding of how at the past and used to make as: What was it like appened? How long at using different information book or vocabulary such as: evidence, collect, as: research, sources, istorians, at about how people ast as of how evidence is as of how evidence is as: What was it like appened? How long as: What was it	fi pp Sf fi L e o u R h h n p L G i S S C O O O O O O O O O O O O O O O O O	Isse evidence to ask questions and ind answers to questions about the last uggest suitable sources of evidence or historical enquiry lise more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history lecognise the part that archaeologists have had in helping us understand more about what happened in the last lise my research skills in finding out acts about the time period I am tudying some and contrast different forms of evidence lesearch what it was like for men, women and children in a given period from the past and use different forms or present my findings understand and use vocabulary such so guestions, find out, evidence, ollect, history, information, research, ources, artefacts, objects, historians, evestigate, suggestions, archaeologist		Devise historical questions a change, cause, similarities a differences, and significance the period I am studying Seek out and analyse a wide evidence in order to justify of the past Use sources of information testable hypotheses about tunderstand that no single sevidence gives the full answ questions about the past Test out a hypothesis in ordenswer a question Appreciate how historical and have helped us understand in British lives in the present all Use a wide range of sources to deduce information about	relating to relating to range of claims about to form he past ource of er to refacts more about nd past of evidence	reas Give hist Ider pro Refi Unc que info	ect suitable sources of evidence, givinsons for choices e more than one reason to support ai orical argument htify and explain my understanding o paganda ine lines of enquiry as appropriate ferstand and use vocabulary such as: sitions, find out, evidence, collect, his rmation, research, sources, artefacts ects, historians, investigate, suggestic haeologist, causes, effects, impact, othesis, deduce, propaganda	tory,	to one or more of the historical enquiry (c) consequence; simila Pursue historically ve structured accounts explanation and and chosen factual inforeffectively as evider Make valid historica	alid enquiries of their own related to key concepts that underpin all ontinuity and change; cause and rity/difference; significance) alid enquiries and create relevant (in response) in which their lysis are supported by well mation and/or sources used toc. I claims on the basis of different t they have subjected to rigorous

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Histor	У	EYFS	Year 1	Year 2	Year 3	Year 4	Year !	5	Year 6	Year 7	Year 8		
	Stage 1				Stage 2	Stage 3		Stage 4		Stage	Stage 5		
Chronological knowledge		order (I Label ti phrases Tell oth happen born Talk abisince m childrer Use dat events appropi Label ti phrases Make c short te Use dat events Connec people	melines with ers about che ed in my own out how thing y parents or es to talk abo from the pasi riate) wents or artel emelines with and give rea connections b erm time scal es to talk abo from the pasi riate) t my new lea	pictures, words or sons for their order etween long and es	Use dates and historical terms to describe events Use a timeline within a specific time in history to set out the order things may have happened Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain Place events, artefacts and historical figures on a timeline using dates Understand the concept of change over time, representing this, along with evidence, on a time line	 Use dates and historical term accurately in describing even Place features of historical even and people from past societic periods in a chronological fra Create timelines which outlin development of specific feature such as medicine; weaponry; transport, etc Describe the main changes in period of history (using terms as: social, religious, political, technological and cultural) 	ents es and mework e the ares,	and contrast little change Understand change over with evidence Explain the operiods (loca and how the time line Make conne	the concepts of continuity time, representing them, a se, on a time line thronology of different time. British and world history relate to one another on ctions and contrasts between periods studied and talk	ely events an have stuc curriculur and along • Draw con within pe time. e o o o o o o o o o o o o	aningful connections between d developments that they ied within the history in trasts and analyse trends, both riods and over long arcs of and analyse patterns of and change within and across with reference, for example, to t, pace direction and nature of the (whether it constituted and if so, for whom).		