





# Progression of Skills, Understanding and knowledge History

History	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
	<b>Stage 1</b>		<b>Stage 2</b>		<b>Stage 3</b>		<b>Stage 4</b>		<b>Stage 5</b>	
Historical enquiry	<ul style="list-style-type: none"> <li>Make comments about what I have learnt and ask questions to make sure I understand</li> <li>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</li> <li>Show some understanding of how people find out about the past</li> <li>Show some understanding of how evidence is collected and used to make historical facts</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Answer questions by using different sources, such as an information book or pictures</li> <li>Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate</li> <li>Understand and talk about how people find out about the past</li> <li>Show understanding of how evidence is collected and used to make historical facts</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Answer questions by using a specific source, such as an information book</li> <li>Research the life of someone who used to live in my area using the Internet and other sources to find out about them</li> <li>Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate</li> </ul>		<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past</li> <li>Suggest suitable sources of evidence for historical enquiry</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> <li>Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>Use my research skills in finding out facts about the time period I am studying</li> <li>Compare and contrast different forms of evidence</li> <li>Research what it was like for men, women and children in a given period from the past and use different forms to present my findings</li> <li>Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, suggestions, archaeologist</li> </ul>		<ul style="list-style-type: none"> <li>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>Use sources of information to form testable hypotheses about the past</li> <li>Understand that no single source of evidence gives the full answer to questions about the past</li> <li>Test out a hypothesis in order to answer a question</li> <li>Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>Use a wide range of sources of evidence to deduce information about the past</li> </ul>		<ul style="list-style-type: none"> <li>Select suitable sources of evidence, giving reasons for choices</li> <li>Give more than one reason to support an historical argument</li> <li>Identify and explain my understanding of propaganda</li> <li>Refine lines of enquiry as appropriate</li> <li>Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate, suggestions, archaeologist, causes, effects, impact, hypothesis, deduce, propaganda</li> </ul>		<ul style="list-style-type: none"> <li>Frame historically valid enquiries of their own related to one or more of the key concepts that underpin all historical enquiry (continuity and change; cause and consequence; similarity/difference; significance)</li> <li>Pursue historically valid enquiries and create relevant structured accounts (in response) in which their explanation and analysis are supported by well chosen factual information and/or sources used effectively as evidence.</li> <li>Make valid historical claims on the basis of different types of sources that they have subjected to rigorous evaluation.</li> </ul>	





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	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Chronological knowledge	<ul style="list-style-type: none"> <li>Put up to three objects in chronological order (recent history) on a time line</li> <li>Label timelines with pictures, words or phrases</li> <li>Tell others about changes that have happened in my own life since I was born</li> <li>Talk about how things have changed since my parents or grandparents were children</li> <li>Use dates to talk about people or events from the past (when appropriate)</li> <li>Place events or artefacts in order on a timeline</li> <li>Label timelines with pictures, words or phrases and give reasons for their order</li> <li>Make connections between long and short term time scales</li> <li>Use dates to talk about people or events from the past (when appropriate)</li> <li>Connect my new learning of historical people or events to others that I have learnt about before</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and historical terms to describe events</li> <li>Use a timeline within a specific time in history to set out the order things may have happened</li> <li>Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</li> <li>Place events, artefacts and historical figures on a timeline using dates</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and historical terms accurately in describing events</li> <li>Place features of historical events and people from past societies and periods in a chronological framework</li> <li>Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> </ul>	<ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</li> <li>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line</li> <li>Make connections and contrasts between different time periods studied and talk about trends over time</li> </ul>	<ul style="list-style-type: none"> <li>Make meaningful connections between events and developments that they have studied within the history curriculum</li> <li>Draw contrasts and analyse trends, both within periods and over long arcs of time.</li> <li>Identify and analyse patterns of continuity and change within and across periods, with reference, for example, to the extent, pace direction and nature of the change (whether it constituted progress and if so, for whom).</li> </ul>

