

# History Progression of Skills



History Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p><b>Past and Present ELG</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Compare two events, saying which one happened first.</p> <p>Begin to understand timelines.</p> <p>Begin to make simple links between areas of study.</p> <p>Describe events using simple historical vocabulary.</p>	<p>Accurately order events they have learnt about from furthest away to most recent.</p> <p>Draw simple timelines.</p> <p>Make some comparisons between areas of study, identifying some similarities between them.</p>	<p>Use timelines to place and sequence different historical periods of time chronologically.</p> <p>Describe events using historical vocabulary.</p> <p>Identify changes within and across historical periods.</p> <p>Describe the main changes in a period in history using historical vocabulary.</p>	<p>Use timelines to place events in order.</p> <p>Understand that a timeline can be divided into BC and AD.</p> <p>Use historical vocabulary and use dates and terms when determining historical chronology.</p> <p>Make links between areas of history they have studied, identifying similarities and differences between them.</p>	<p>Draw timelines with accurate intervals, which can be added to as a new period is studied.</p> <p>Place and sequence local, national and international events on timeline.</p> <p>Describe events using historical vocabulary.</p> <p>Identify changes within and across historical periods.</p>	<p>Use knowledge of chronology to place a range of historical events from around the world on a timeline.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.</p>

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<p><b>Knowledge and understanding of past events, people and changes in the past</b></p>	<p><b>Past and Present ELG</b> (Changes within living memory.)</p> <p>Know own life-story and family's history. Know how they have changed.</p> <p>Know about changes that have happened within own family lifetime.</p> <p>Know about the lives of the people around them and their roles in society.</p>	<p>Remember some key events about the areas studied.</p>	<p>Remember some key events about the areas they have studied.</p> <p>Consider how we know about past events. Know historical information can be found in books.</p>	<p>Remember key facts and information from areas of study in Year 3.</p> <p>Identify at least one way we gather information.</p> <p>Use a variety of sources to find out about an historical e.g. books, visual clips, letters.</p>	<p>Remember key facts and information from areas of study in Year 4.</p> <p>Remember a few facts from previous areas of study.</p> <p>Identify at least two ways we gather information.</p> <p>Use at least one type of source of information confidently and begin to use at least two different types of sources e.g. books, internet, visual clips.</p>	<p>Remember most key facts and information from areas of study in Year 5 and also remember information from previous areas of study.</p> <p>Increased understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Use two different sources to gather information e.g. books, internet, film clips</p>	<p>Good knowledge about historical events, from local history to world history.</p> <p>Clear understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding.</p> <p>Able to access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</p>
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<p><b>Historical enquiry and interpretation</b></p>	<p><b>Past and Present ELG</b> (Events beyond living memory.)</p> <p>Comment on images of familiar situations in the past.</p>	<p>Ask simple questions.</p> <p>Answer questions verbally related to an area of study with increasing accuracy.</p>	<p>Ask simple questions when they are unsure.</p> <p>Answer most simple questions related to an area of study.</p> <p>Justify their answers sometimes using sources or stories.</p>	<p>Ask simple questions to develop understanding and begin to ask more in depth questions.</p> <p>Answer questions accurately related to the area of study.</p> <p>Use sources to justify their answers.</p>	<p>Ask questions to develop understanding.</p> <p>Answer questions accurately related to the area of study.</p> <p>Use sources to justify answers and begin to organise responses.</p>	<p>Ask questions to develop understanding.</p> <p>Challenging sources of information.</p> <p>Purposeful selection about information to be included in responses.</p> <p>Some organisation of information that is purposeful for responding to or asking questions.</p>	<p>Ask questions, create questions that develop understanding about change, cause and significance of events or periods of history.</p> <p>Challenge sources, questioning the validity of these.</p> <p>Make purposeful decisions about information to include when forming responses to questions.</p> <p>Organise information purposefully when responding to or asking questions.</p>
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<p><b>Organisation and Communication</b></p>	<p><b>Past and Present ELG</b> Show knowledge and understanding about the past in different ways (eg. role play, writing to go with a drawing talking).</p>	<p>Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>	<p>Write simple stories and recounts about the past.  Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>	<p>Present structured and organised findings about the past using a variety of techniques  Use dates and terms accurately.  Choose most appropriate way to present information to an audience.</p>	<p>Present findings about past using speaking, writing, computing and drawing skills.  Use dates and terms with increasing accuracy.  Discuss different ways of presenting information for different purposes.</p>	<p>Present structured and organised findings about the past using a variety of techniques.  Use dates and terms accurately.  Choose most appropriate way to present information to an audience.</p>	<p>Present information in an organised and clearly structured way.  Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).  Make accurate use of specific dates and terms.</p>
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