

History Skills Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Enquiry <ul style="list-style-type: none"> • Change and Continuity • Cause and consequence • Similarity and Difference • Significance 	<p>Recount events from the past</p> <p>Talk about changes in their own lives</p>	<p>Develop awareness of changes within their own living memory.</p> <p>Recount events from the past.</p>	<p>Compare their life to people of the past.</p> <p>Find similarities and differences between the events of the past.</p>	<p>Recognise the reasons why past events happened.</p> <p>Understand the reasons behind choices people made in the past.</p> <p>Find similarities and differences between periods of time and the modern day.</p>	<p>Understand how one event can impact on following events within a period of time.</p> <p>Identify and classify the social, cultural and religious aspects of a period of time.</p>	<p>Understand that events within periods of time can have an impact on decisions made later.</p> <p>Consider the legacy of social, cultural and religious aspects of a period of time.</p>	<p>Explain the significance of events and the impact they have had on the modern world.</p> <p>Clarify the similarities and differences between cultural, social and religious aspects of a period of time.</p>
Sources	<p>Comment on images of familiar situations in the past and present</p>	<p>Use photographs and artefacts to learn about the past.</p>	<p>Use photographs, artefacts and simple texts to make comparisons from the past to the present day.</p>	<p>Identify the difference between a primary and secondary source.</p> <p>Use sources to retrieve and infer findings about the past.</p>	<p>Begin to understand which sources are more reliable and why.</p> <p>Use sources to make reasoned inferences and explain their findings about the past.</p>	<p>Analyse the reliability of a range of sources.</p> <p>Select appropriate sources from a range of available information and justify their choices.</p>	<p>Explore different interpretations of the past through the impact of contrasting sources from the same time EG war propaganda.</p>
Chronology	<p>Demonstrate an understanding that some things were in the past and some are in the present</p>	<p>Use everyday language to demonstrate understanding of changes between past and present.</p>	<p>Place events in chronological order on a timeline.</p>	<p>Understand that the past can be divided into periods of time.</p> <p>Make appropriate use of key dates and terms.</p>	<p>Show understanding of chronology within periods of time studied such as early events and what led to the end of a time period.</p>	<p>Show awareness of the impact of chronology on events and decisions made by people in the past.</p>	<p>Demonstrate a deep understanding of the chronology of a series of events on a timeline and explain the impact of one event upon another.</p>
Making Connections	<p>Know some similarities and differences between things in the past and now.</p>	<p>Make connections about changes over time to their own life.</p>	<p>Link changes in living memory to changes in national life.</p>	<p>Describe characteristics of past periods and societies.</p>	<p>Describe characteristics of past periods and societies drawing on prior learning to reach conclusions.</p>	<p>Compare and contrast between past periods of time and societies.</p>	<p>Discern between past periods of time and societies analysing trends.</p>
Questioning (asking and answering)	<p>Ask simple questions about events.</p>	<p>Ask questions about significant people and events.</p>	<p>Use questions to deepen their understanding about the events of the past.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Research given questions to explore events/people of the past.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Pose questions to direct research about events/people of the past.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Use research to accurately select information and respond to a range of questions.</p>	<p><i>Use relevant historical vocabulary to ask and answer questions.</i></p> <p>Pursue historically valid enquiries using questions devised as a stimulus.</p>

