



# History Curriculum Skills Progression

|                                | EYFS                                                                                                                                                                                                                                                                                                               | Year 1                                                                                                                                                                                                                                                                                                                          | Year 2                                                                                                                                                                                                                                                                                                                                                                                                               | Year 3                                                                                                                                                                                                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Understanding    | <ul style="list-style-type: none"> <li>* Use everyday language related to time.</li> <li>* Place some numbers in order.</li> <li>* Measure short periods of time in simple ways</li> <li>*Sequence simple events (eg getting ready for school)</li> </ul>                                                          | <ul style="list-style-type: none"> <li>* Recount changes in my own life over time and place significant events in chronological order.</li> <li>* Describe events that happened in the past.</li> <li>* Use words related to time such as old, new, past, now, before and after, a long time ago, in the future etc.</li> </ul> | <ul style="list-style-type: none"> <li>* Place a range of objects and events in chronological order.</li> <li>* Place events on a timeline using a given scale.</li> <li>* Use common words and phrases relating to the passing of time – yesterday, tomorrow, in the future, in the past, present, ancient times</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>* Sequence several events and artefacts across the periods studied this year.</li> <li>* Start using timelines which go beyond their period studied</li> <li>* Use dates and terms related to their periods studied and the passing of time.</li> </ul>      |
| Knowledge and Understanding    | <ul style="list-style-type: none"> <li>* Develop and understanding of growth, decay and changes over time.</li> <li>* Look closely at similarities, differences, patterns and change</li> <li>* Understand some talk about immediate past and future.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>* To start to recognise why things happened and what happened as a result.</li> <li>* Recall some facts about events that happened beyond living memory.</li> <li>* Recognise some differences between the past and the present.</li> </ul>                                              | <ul style="list-style-type: none"> <li>* Recognise and talk about why people did things, why events happened and what happened as a result.</li> <li>* Identify differences between ways of life at different times through role play, pictures, writing and discussion.</li> <li>* Recount the main events for a significant event in history.</li> </ul>                                                           | <ul style="list-style-type: none"> <li>* Understand the differences in the everyday lives of people studied.</li> <li>*Compare them with our life today.</li> <li>* Identify reasons for and results of people’s actions.</li> <li>* Understand why people may have had to do something.</li> </ul> |
| Historical Interpretation      | <ul style="list-style-type: none"> <li>* Show interest in illustrations, and print in books; listen to stories with increasing attention and recall.</li> <li>* Know that information can be retrieved from books and computers.</li> <li>* Begin to talk about people and things that are not present.</li> </ul> | <ul style="list-style-type: none"> <li>* Identify some differences between ways of life and artefacts from different times. Know how artefacts were used.</li> <li>* Start to look at different sources to find out about the past – pictures, photographs, artefacts, visitors and visitors from the art gallery.</li> </ul>   | <ul style="list-style-type: none"> <li>* Use primary and secondary sources to identify different ways in which the past is represented e.g. video, pictures, internet, books etc</li> <li>* Find out about the past from a range of sources including video, historical buildings, artefacts, writing e.g. letters, ICT based resources, visitors</li> <li>*Compare sources to determine fact or fiction.</li> </ul> | <ul style="list-style-type: none"> <li>* Distinguish between different sources across time periods.</li> <li>*Give reasons for why the past is interpreted in different ways.</li> <li>* Identify different ways in which the past is represented.</li> </ul>                                       |
| Historical Enquiry             | <ul style="list-style-type: none"> <li>* Begin to ask and answer ‘how’ and ‘why’ questions in response to events and objects.</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>* Start to ask questions and make observations in order to answer simple questions about the past.</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>* Ask and answer questions about the past e.g. what is it? What was it used for? How do we know? Who would have used this?</li> <li>* Discuss different possible answers to questions about the past.</li> </ul>                                                                                                                                                              | <ul style="list-style-type: none"> <li>* Use a range of primary and secondary sources to conduct own research to find out about the past.</li> <li>* Observe small details within an artefact and create their own enquiry questions.</li> </ul>                                                    |
| Organisation and Communication | <ul style="list-style-type: none"> <li>* Use talk to organise, sequence and clarify thinking, ideas, feelings, events.</li> <li>* Use language to recreate roles and experiences.</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>* Communicate what they have learned in different ways – pictures, ICT, writing, talking etc</li> <li>* Sort events or objects into groups (e.g then and now)</li> <li>* Recount and tell stories from the past.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>*Start to select from what they have learned and communicate in different ways such as writing, pictures, talking, drama</li> <li>* Use timelines to order events or objects or place significant people.</li> </ul>                                                                                                                                                          | <ul style="list-style-type: none"> <li>* Uses speaking and writing skills to present findings to others.</li> <li>*Decides on own labels and diagrams to share information with others.</li> <li>*Uses timelines to organise events and significant people so far.</li> </ul>                       |