

Subject Skills Progression: History



EYFS/Key Stage 1

Skills Strand	EYFS	Year 1 Changes in living memory: Toys People in Suffolk: Thomas Gainsborough Monarchs	Year 2 Great Fire of London The Gunpowder Plot Victorians	End of Key Stage Expectations
Chronological understanding	Can I talk about past and present events in my own life and in the lives of family members? Can I use words and phrases like: old, new and a long time ago? Can I give some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class? Can I understand the past through settings, characters and events encountered in books read in class and storytelling?	Can I put up to three objects in chronological order (recent history)? Can I use words and phrases like: old, new and a long time ago? Can I tell others about things that happened when they were little? Can I understand that some objects belonged to the past? Can I explain how they have changed since they were born?	Can I use words and phrases like: before I was born, when I was younger? Can I retell a familiar story set in the past? Can I use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning? Can I use the words past and present correctly? Can I use a range of appropriate words and phrases to describe the past? Can I sequence a set of events in chronological order and give reasons for their order?	Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality

Knowledge and Interpretation	Can I make observations of animals and plants and explain why some things occur, and talk about changes? Can I begin to identify the main differences between old and new objects?	Can I appreciate that some famous people have helped our lives be better today? Can I begin to identify the main differences between old and new objects? Can I identify objects from the past, such as old toys? Can I give examples of things that are different in my life from that of my grandparents when they were young? Can I understand that we have a King who rules us and that Britain has had a king or queen for many years?	Can I recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Can I understand that we have a King who rules us and that Britain has had a king or queen for many years? Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can I explain what is meant by a parliament? Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why Britain has a special history by naming some famous events and some famous people? Can I explain why someone in the past acted in the way they did?	
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Historical Enquiry	Can I look closely at similarities, differences, patterns and change?	Can I ask and answer questions about old and new objects?	Can I find out more about a famous person from the past and carry out some research on him or her?	
	Can I make observations of animals and plants and explain why some things occur, and talk about changes?	Can I spot old and new things in a picture?	Can I answer questions by using a specific source, such as an information book?	
	Can I listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions?	Can I give a plausible explanation about what an object was used for in the past?	Can I research the life of a famous Briton from the past using different resources to help them?	
	Can I talk about the lives of the people around them and their roles in society?	Can I answer questions using a range of artefacts/ photographs provided?	Can I research about a famous event that happens in Britain and why it has been happening for some time?	

Subject Skills Progression: History

Key Stage 2

Skills Strand	Year 3 Stone Age Ancient Egypt Ancient Greece	Year 4 Iron Age Celts Romans Anglo Saxons	Year 5 Vikings Post 1066- Crime and Punishment Early Islamic Civilisation: Baghdad	Year 6 WWII Post 1066-Industrial Revolution	End of Key Stage Expectations
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Chronological understanding	Can I describe events and periods using the words: BC, AD and decade?	Can I describe events from the past using dates when things happened?	Can I plot recent history on a timeline using centuries?	Can I say where a period of history fits on a timeline?	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
	Can I describe events from the past using dates when things happened?	Can I describe events and periods using the words: ancient and century?	Can I use my mathematical skills to work exact time scales and differences as need be?	Can I place a specific event on a timeline by decade?	
	Can I use a timeline within a specific time in history to set out the order things may have happened?	Can I use a timeline within a specific time in history to set out the order things may have happened?	Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries?	Can I place features of historical events from past societies and periods in a chronological framework?	
	Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened?	Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened?	Can I use dates and historical language in my work?	Can I create timelines which outline the development of specific features? (Industrial Revolution- inventions)	
	Can I describe events and periods using the words: ancient and century?	Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?	Can I draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?		
		Can I place periods of history on a timeline showing periods of time?	Can I place features of historical events and people from past societies and periods in a chronological framework?		

		Can I use dates and historical language in my work?	Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?		
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Knowledge and Interpretation	Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do?	Can I recognise that Britain has been invaded by several different groups over time?	Can I explain how people who lived in the past cooked and travelled differently and used different weapons from ours?	Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same?	
	Can I begin to picture what life would have been like for the early settlers?	Can I realise that invaders in the past would have fought fiercely, using hand to hand combat?	Can I recognise that the lives of wealthy people were very different from those of poor people?	Can I appreciate that significant events in history have helped shape the country we have today?	
	Can I suggest why certain events happened as they did in history?	Can I suggest why certain people acted as they did in history?	Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	Can I summarise the main events from a specific period in history, explaining the order in which key events happened?	
	Can I suggest why certain people acted as they did in history?	Can I explain how events from the past have helped shape our lives?	Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same?	Can I summarise how Britain has had a major influence on world history?	
	Can I explain how events from the past have helped shape our lives?	Can I begin to appreciate why Britain would have been an important country to have invaded and conquered?	Can I appreciate that significant events in history have helped shape the country we have today?	Can I describe features of historical events and people from past societies and periods they have studied?	
		Can I explain how events from the past have helped shape our lives?	Can I gain a good understanding as to how crime and	Can I recognise and describe differences and similarities/ changes and continuity between different periods of history?	

		invasion, conquering or religious differences? Can I explain how people who lived in the past cooked and travelled differently and used different weapons from ours? Can I recognise that the lives of wealthy people were very different from those of poor people?	punishment has changed over the years?		
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Historical Enquiry	Can I research the life of someone who used to live in their area using the Internet and other sources to find out about them?	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can I research more than one version of an event and say how they differ?	Can I give more than one reason to support an historical argument?	
	Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?	Can I use various sources to piece together information about a period in history?	Can I research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?	Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint?	
	Can I use my 'information finding' skills in writing to help them write about historical information?	Can I use my 'information finding' skills in writing to help them write about historical information?	Can I give more than one reason to support an historical argument?	Can I identify and explain my understanding of propaganda?	
	Can I use various sources of evidence to answer questions?	Can I research what life was like in a given period from the past and use photographs and illustrations to present their findings (or relevant sources)?	Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?	Can I describe a key event from Britain's past using a range of evidence from different sources?	
	Can they research a specific event from the past to then write about this? (Landmark-Stonehenge)		Can I test out a hypothesis in order to answer a question?	Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?	
			Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?		