



# History Skills Progression Map



EYFS, Key stage 1 and 2

**Subject: History**

	R	1	2	3	4
<b>Historical Interpretations</b>	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Start to compare two versions of a past event. Observe and use pictures, photographs and artefacts to find out about the past.	Start to use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past.	Children should understand how our knowledge of the past is constructed from a range of sources. Look at more than two versions of the same event or story in history and identify differences.	Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.
<b>Historical Investigations</b>		Children should ask and answer questions, using other sources to show that they know and understand key features of events. Observe or handle evidence to ask simple questions about the past.	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Choose and select evidence and say how it can be used to find out about the past.	Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use a range of sources to find out about the past.	Gather more detail from sources such as maps to build up a clearer picture of the past. Regularly address and sometimes devise own questions to find answers about the past. Begin to undertake their own research.

				Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information	
<b>Chronological understanding</b>		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Order dates from earliest to latest on simple timelines. Sequence pictures from different periods. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Sequence artefacts and events that are close together in time. Order dates from earliest to latest on simple timelines.</p>	<p>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.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p>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.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>
<b>Knowledge and understanding of events,</b>	Children talk about past and present events in their own lives and in the lives	Pupils should identify similarities and differences between	Children should choose and use parts of stories and other sources to	Children should note connections, contrasts, and trends over time.	Explain how people and events in the past have influenced life today.

<p><b>people, and changes in the past</b></p>	<p>of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>ways of life in different periods.</p> <p>Recognise some similarities and differences between the past and the present. Identify similarities and differences between ways of life in different periods.</p>	<p>show that they know and understand key features of events.</p> <p>Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p>	<p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>
<p><b>Vocabulary</b></p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</p> <p>Talk, write and draw about things from the past.</p>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Use drama/role play to communicate their knowledge about the past.</p>	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p>	<p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Start to present ideas based on their own research about a studied period.</p>