



## History

### A Progression of Skills – EYFS

#### UNDERSTANDING THE WORLD, PEOPLE AND COMMUNITIES

<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>Can they use simple words to describe the past? Use everyday words to describe the past such as old and new Can they ask questions about past events or the lives of people in their family? Sequence personal events such as ‘what did you do last week?’ or to be able to sequence family birthdays.</p>
<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b>	<p>Understand that people use stories to remember what has happened in the past. Begin to recognise the differences between then and now. Begin to understand that there are reasons why people acted the way they did.</p>
<b>HISTORICAL ENQUIRY</b>	<p>Listen to stories about the past. Ask and answer questions about the past.</p>
<b>HISTORICAL INTERPRETATION</b>	<p>Understand some ways in which we find out about the past such as from books and the internet.</p>
<b>ORGANISATION AND COMMUNICATION</b>	<p>Begin to be able to recount stories from the past.</p>

### A Progression of Skills - Year 1

<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>A.1 Sequence known events and events <b>within living memory</b> in chronological order A.2 Sequence <b>familiar</b> objects in chronological order A.3 Understand the difference between the present and the past <b>(initially focusing on the past in relation to their own life)</b> A.4 Use common words and phrases relating to the passing of time e.g. ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ ‘now’, ‘year’, ‘date’, ‘old’, ‘new’</p>
------------------------------------	--



## History

<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b>	<p>B.1 Know and understand key features of events <b>within living memory</b> (and beyond)</p> <p>B.2 Begin to recognise why they and others act as they do</p> <p>B.3 Recount changes <b>within living memory</b> (and beyond)</p> <p>B.4 Identify some similarities and differences <b>over own lifetime</b> (and beyond)</p> <p>B.5 Identify similarities and differences between objects made <b>during their lifetime</b> (and beyond) e.g. mobile phones, tablets etc.</p> <p>B.6 Understand and use historical vocabulary to describe key events <b>within living memory</b> (and beyond)</p>
<b>HISTORICAL ENQUIRY</b>	<p>C.1 Ask and answer relevant questions about events <b>within living memory</b> (and beyond)</p> <p>C.2 Ask and answer questions about objects made during <b>their own lifetime</b> (and beyond)</p> <p>C.3 Make simple observations from photos/objects to show understanding about events <b>within living memory</b> (and beyond)</p> <p>C.4 Describe some simple similarities and differences between artefacts from <b>within living memory</b> (and beyond) and now</p> <p>C.5 Sort artefacts from 'then' and 'now'</p>
<b>HISTORICAL INTERPRETATION</b>	<p>D.1 Relate own account of an event and understand that others may give a different version</p>
<b>ORGANISATION AND COMMUNICATION</b>	<p>E.1 Select and recall orally information from <b>their past</b></p> <p>E.2 Talk, draw or write about aspects of the <b>past within living memory</b> (and beyond) using simple historical words and phrases</p>

### A Progression of Skills - Year 2

<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>A.1 Sequence events from <b>different periods of their own lifetime</b> chronologically</p> <p>A.2 Know when some significant historical events (<b>beyond living memory</b>) happened</p> <p>A.3 Sequence significant historical events and events related to the life of significant individuals (<b>beyond living memory</b>)</p> <p>A.4 Use an increasing range of common words and phrases relating to the passing of time e.g. 'sooner', 'later', 'future', 'beforehand', 'earlier', 'anniversary', 'lifetime', 'calendar'</p>
------------------------------------	---



## History

<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b>	<p>B.1 Show knowledge and understanding of key features of the past <b>beyond living memory</b>, for example, significant local, national or world events/people</p> <p>B.2 Begin to recognise that there are reasons why people in the past acted as they did.</p> <p>B.3 Recognise that their own lives are different from those in the past</p> <p>B.4 Identify similarities and differences between ways of life of significant people studied and their own lives</p> <p>B.5 Identify similarities and differences between objects made at different times, <b>including those beyond living memory</b></p> <p>B.6 Understand and use historical vocabulary to describe the key historical events/people being studied</p>
<b>HISTORICAL ENQUIRY</b>	<p>C.1 Ask and answer questions about events <b>beyond living memory</b> by making simple observations from historical sources</p> <p>C.2 Ask and answer questions about artefacts <b>from beyond living memory</b> by making simple observations</p> <p>C.3 Find out about the past <b>beyond living memory</b> by making observations from a wider range of historical sources</p> <p>C.4 Select information from historical sources <b>from beyond living memory</b></p> <p>C.5 Describe similarities and differences between artefacts <b>from beyond living memory and now</b></p>
<b>HISTORICAL INTERPRETATION</b>	<p>D.1 Know that there are different versions of some of the historical events that they study</p> <p>D.2 Begin to identify some of the different ways in which the past is represented</p>
<b>ORGANISATION AND COMMUNICATION</b>	<p>E.1 Select and recall orally basic, key information about events in the past <b>beyond living memory</b></p> <p>E.2 Record what they have learned about the past <b>beyond living memory</b> by drawing and writing, using a wide vocabulary of everyday historical words and phrases</p>

### A Progression of Skills - Years 3 and 4

<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>A.1 Recognise that the past can be split into different periods of time</p> <p>A.2 Order, place, and locate the historical periods, events, people and changes that are studied on a timeline</p> <p>A.3 Begin to date historical periods and events</p> <p>A.4 Begin to use the correct terms for periods in history</p> <p>A.5 Use an increasing range of common words and phrases relating to the passing of time e.g. 'previous', 'recent', 'modern', 'ancient', period, century</p>
------------------------------------	---



## History

<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b>	<p>B.1 Show knowledge and understanding of historical periods, events and people being studied</p> <p>B.2 Begin to identify significant features of the historical periods being studied</p> <p>B.3 Give causes/effects for some important historical events/changes</p> <p>B.4 Recognise some of the similarities and differences <b>between</b> different periods in history</p> <p>B.5 Make connections between historical periods and today</p> <p>B.6 Understand and use historical vocabulary related to the historical periods, events and people being studied</p>
<b>HISTORICAL ENQUIRY</b>	<p>C.1 Ask and answer a range of questions about the historical periods being studied</p> <p>C.2 Make suggestions as to which sources of evidence to use in order to answer questions about the past</p> <p>C.3 Use sources of information in ways that go beyond simple observations to answer questions about the past. (infer/deduce from sources)</p> <p>C.4 Begin to make connections between information provided in more than one source</p> <p>C.5 Know that the type of information available about the past depends on the period of time studied</p> <p>C.6 Understand that what we know about the past is dependent on what has survived</p>
<b>HISTORICAL INTERPRETATION</b>	<p>D.1 Know that there are different opinions and interpretations about people and events from the past</p> <p>D.2 Identify a range of ways in which the past is represented.</p> <p>D.3 Recognise that recounts are someone's interpretation of past events</p> <p>D.4 Differentiate between historical fact and opinion</p>
<b>ORGANISATION AND COMMUNICATION</b>	<p>E.1 Select and recall specific details and episodes about the historical periods people and events that are studied</p> <p>E.2 Communicate historical knowledge and understanding in a variety of ways (orally and in writing) using dates and some specialist historical vocabulary</p> <p>E.3 Begin to select and organise historical information about the periods, events and people being studied</p> <p>E.4 Begin to summarise what has been learned about the past</p>

### A Progression of Skills - Years 5 and 6



## History

<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>A.1 Confidently use dates to order, place and locate the historical periods, events, people and changes that are studied on a timeline</p> <p>A.2 Know where to place a studied historical period in relation to other periods of history</p> <p>A.3 Sequence key events within the periods of history being studied</p> <p>A.4 Apply understanding of chronology</p> <p>A.5 Use relevant period labels</p> <p>A.6 Use an increasing range of common words and phrases relating to the passing of time e.g. 'medieval', 'Middle Ages', 'decade', 'reign of', 'Anno Domini' (AD), 'Before Christ' (BC), 'historical', 'Common Era' (CE), 'Before Common Era' (BCE), 'chronology'</p>
<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b>	<p>B.1 Show increasing factual knowledge and understanding of aspects of the history of Britain, local and world history</p> <p>B.2 Identify and describe significant features, events and figures of the historical periods being studied</p> <p>B.3 Identify and describe the beliefs, behaviour, characteristics and attitudes of people living in societies in the past</p> <p>B.4 Explain the causes/effects of important historical events/changes <b>giving evidence to support answer</b></p> <p>B.5 Appreciate/understand the influence of the past on present day knowledge and understanding</p> <p>B.6 Identify similarities and differences <b>within and between</b> different periods in history</p> <p>B.7 Identify changes <b>within</b> historical periods</p> <p>B.8 Identify trends, links and connections within and across historical periods</p> <p>B.9 Understand and use more complex historical terminology related to the historical periods, events and people being studied e.g. empire, civilisation, parliament and peasantry</p>
<b>HISTORICAL ENQUIRY</b>	<p>C.1 Know that different sources can provide different kinds of information and identify sources that are useful for finding out answers to specific questions</p> <p>C.2 Ask questions about people, events and objects from the past and hypothesise about the possible answers</p> <p>C.3 Make confident use of a variety of sources for independent historical research – draw conclusions and make personal interpretations</p> <p>C.4 Use evidence from historical sources to support arguments</p> <p>C.5 Select and combine information from different sources</p> <p>C.6 Understand that sources can contradict each other</p> <p>C.7 Compare and contrast historical sources for the same period in history e.g. primary and secondary sources</p>
<b>HISTORICAL INTERPRETATION</b>	<p>D.1 Begin to understand why historical events, people and changes may be interpreted in different ways and suggest possible reasons for this</p> <p>D.2 Be aware that different evidence will lead to different conclusions</p> <p>D.3 Compare and contrast different accounts of historical events</p> <p>D.4 Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p>
	<p>E.1 Plan and carry out an independent historical investigation</p> <p>E.2 Present findings and communicate historical knowledge and understanding in different ways making appropriate and confident use of dates and specialist terminology</p>



John Bunyan Primary School & Nursery

<p><b>ORGANISATION AND COMMUNICATION</b></p>	<p>E.3 Select and organise relevant historical information to produce structured work, summarising what has been learned about the past.</p>
--	--