



History Progression Skills Map

Key Skill – Chronology							
EYFS		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can explain what happened and what might happen. (C and L)</p> <p>I can use future and past tense in my speech. (C and L)</p> <p>I can sequence two events in a now and next context. (M)</p>	<p>Use everyday language related to time (SSM)</p> <p>Order and sequence familiar events (SSM)</p> <p>Talk about past and present events in their own lives and in lives of family members. (P&C)</p>	<p>Sequence events in their/ or someone else's life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>

Key Skill – Change and Continuity							
EYFS		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop understanding of growth, decay and changes over time (TW)</p>	<p>Look closely at similarities, differences, patterns and change (TW)</p>	<p>Identify similarities / differences between ways of life at different times</p>	<p>Make simple observations about different types of people, events, beliefs within a society</p>	<p>Identify reasons for and results of people's actions</p>	<p>Identify reasons for and results of people's actions</p> <p>Say how life in early and late 'times' changed</p>	<p>Compare life in early and late 'times' studied</p>	<p>Describe / make links between main events, situations and changes within and across different periods/societies</p>

Key Skill – Cause and Consequence

EYFS		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Question why things happen. (TW)	Question why things happen and give explanations (S)	Know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result	Find out about everyday lives of people in time studied Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Offer a reasonable explanation for some events	Examine causes and results of great events and the impact on people	Identify and give reasons for, results of, historical events, situations, changes Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

Key Skill – Similarity and Difference

EYFS		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about similarities and differences in relation to friends or family (P&C)	Know about similarities and differences between themselves and others, and among families, communities and traditions (P&C)	Recognise the difference between past and present in their own and others lives	Identify differences between ways of life at different times Make simple observations about different types of people, events, beliefs within a society	Compare with our life today	Look for links and effects in times studied	Study different aspects of different people - differences between men and women Compare an aspect of life with the same aspect in another period	Compare beliefs and behaviour with another time studied Describe social, cultural, religious and ethnic diversity in Britain & the wider world

Key Skill – Significance

		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and describe special times or events for family or friends (P&C)	Remember and talk about events (including from their own experiences and beyond living memory) (P&C)	Talk about who was important e.g. in a simple historical account	Talk about who and what was important e.g. in a simple historical account	Identify key features and events of time studied	Know key dates, characters and events of time studied	Identify historically significant people and events in situations	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

Key Skill – Enquiry

		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begins to understand ‘why’ and ‘how’ questions. (U)</p> <p>Be curious about people and show interest in stories (UtW)</p>	<p>Answer ‘how’ and ‘why’ questions ... in response to stories or events. (U)</p> <p>Explain own knowledge and understanding, and asks appropriate questions. (MR)</p> <p>Know that information can be retrieved from books and computers (R)</p> <p>Record, using marks they can interpret and explain (N))</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>

Key Skill – Interpretations

EYFS		KS1		KS2			
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use stories to encourage children to distinguish between fact and fiction	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc.	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research