



History – Progression of Skills

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for history are taken from the following areas of learning:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Understanding the World**



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PROGRESSION OF SKILLS	Nursery	Reception	Year 1	Year 2	End of Key Stage 1 Expectations
Historical interpretations	<p>Talk about what they see, using a wide vocabulary.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe some simple similarities and differences between artefacts and give reasons why they might be different.</p> <p>To relate his/her own account of an event and understand that others may give a different version.</p>	<p>Use pictures, photographs and artefacts to find out about the past.</p> <p>To know there are different types of evidence and sources that can be used to represent the past.</p> <p>To start to compare two versions of a past event.</p>	<p>To be able to explain what a primary source is and what a secondary source is and identify some.</p>



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<p>Historical investigations</p>		<p>Comment on images of familiar situations in the past.</p> <p>Talk about members of their immediate family and community.</p>	<p>To find out about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p>	<p>Use evidence to ask simple questions about the past.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>To be able to use sources to investigate the past.</p> <p>To understand that sources can be reliable or unreliable.</p>
<p>Chronological understanding</p>	<p>Begin to make sense of their own life story and family's history.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand the passing of time through vocabulary relating to days of the week, seasons, and a daily visual timetable.</p>	<p>To sequence transitional events in our own lives.</p> <p>To describe things that have happened to themselves and other people in the past.</p> <p>To order a set of objects or events.</p> <p>To use a class timeline to place important events in a chronological framework.</p>	<p>Sequence events and artefacts that are close together in time</p> <p>To create a timeline by ordering dates from earliest to latest across the year</p> <p>To use historical vocabulary to show the passing of time.</p>	<p>To order events and people of the past chronologically.</p> <p>To be able to order events within a larger event.</p>
<p>Knowledge and Understanding of Events, People and Changes in the Past</p>	<p>Begin to make sense of their own life story and family's history.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>To recall some facts about people/events before living memory.</p> <p>Ask and answer relevant basic questions about the past.</p>	<p>To recognise similarities and differences between the past and the present.</p> <p>Know and recount significant events in history.</p> <p>Understand there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>To understand that the present is shaped by events of the past.</p> <p>To know the importance of significant people or events within living memory, and beyond living memory.</p> <p>To know the importance of historical events,</p>



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				Show an understanding of historical terms.	people and places in their own locality.
Must -know words	king, queen, crown	king, queen, crown	old, new compare, past monarch, parliament	evidence, source chronology similarity, difference	king, queen, crown old, new compare, past monarch, parliament evidence, source chronology similarity, difference

Highlighted sections indicate skills needed to be at the expected standard.