

Rockwell Green Church of England Primary School History Skills progression



Chronological understanding

EYFS	<ul style="list-style-type: none"> • Talk about past and present events in own life and in the lives of family members • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use visual timetable as a system of passing time • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters.
Year 1/ 2	<ul style="list-style-type: none"> • Sequence 3 pictures and/ or artefacts on a chronological timeline • Label timelines with pictures or words and give reasons for the order (with support in Y1) • Tell others about changes that have happened within child's lifetime • Talk about changes that happened before child's lifetime • Use dates to talk about events or significant people • Begin use a range of vocabulary to describe the past • Begin to make connections between the old and new • Talk about significant people in history
Year 3/4	<ul style="list-style-type: none"> • Begin to use dates and historical terms to describe events • Use a timeline within a specific time in history to set out the order things may have happened • Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain • Place events, artefacts and historical figures on a timeline using dates • Begin to understand the concept of change over time, representing this, along with evidence, on a time line • Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, era, change, chronology, century, decade
Year 5/6	<ul style="list-style-type: none"> • Use dates and historical terms more accurately in describing events • Place features of historical events and people from past societies and periods in a chronological frame work • Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. • Describe the main changes in a period of history (using terms such as: social, religious and cultural) • Identify periods of rapid change in history and begin to contrast them with times of relatively little change • Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line • Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line • Make connections and contrasts between different time periods studied and talk about trends over time • Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy

Historical enquiry

EYFS	<ul style="list-style-type: none">• Answer how and why questions about experiences and in response to stories or events• Use modelled sentence stems to ask questions about historical artefacts or events• Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?
Year 1/2	<ul style="list-style-type: none">• Recognise the similarities and differences within the past and present• Begin to understand what a historical fact is• Begin to give examples of historical facts related to class topic theme• Understand and discuss the past• Begin to answer questions and research someone famous by using different sources (artefacts and information books)• Begin to ask question that make connections to learning such as: How long ago? What was it like?• Research and learn about the history of my local area by looking at sources information and visiting locality• Ask questions that make connections to my learning i.e. How have things changed? How is life the same/ different?
Year 3/4	<ul style="list-style-type: none">• Begin to use evidence to ask questions and find answers to questions about the past• Begin to suggest suitable sources of evidence for historical enquiry• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history• Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past• Begin to use research skills in finding out facts about the time period being studied• Begin to compare and contrast different forms of evidence in my research• Begin to research what it was like for specific people e.g. children, during the time period being studied• Through research, compare and contrast different forms of evidence• Research what it was like for men, women and children in a given period from the past and use different forms to present my findings
Year 5/6	<ul style="list-style-type: none">• Devise historical questions about change, cause, similarities and differences, and significance relating to the period being studied• Seek out and analyse a range of evidence in order to justify claims about the past• Understand that no single source of evidence gives the full answer to questions about the past• Test out a hypothesis in order to answer a question using different sources of information• Appreciate how historical artefacts have helped us understand more about British lives in the present and past• Use some different sources of evidence to deduce information about the past• Select suitable sources of evidence, sometimes giving reasons for choices• Engage in a historical argument (using sentence stems) using evidence to support reasons<ul style="list-style-type: none">• Identify propaganda and its purpose• Refine lines of enquiry as appropriate

Knowledge and interpretation	
EYFS	<ul style="list-style-type: none"> •Make observations of animals and plants and explain why some things occur, and talk about changes •Look closely at similarities, differences, patterns and change? •Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?
Year 1/2	<ul style="list-style-type: none"> •Begin asking and answering questions using a range of historical artefacts and pictures •Begin to recall some interesting historical facts •Begin to recognise some similarities and difference from the past and present day •Recall historical facts about a significant individual from British History •Begin to understand historical vocabulary such as monarchy
Year 3/4	<ul style="list-style-type: none"> •Begin to use dates and historical terms to describe events •Begin to use a timeline within a specific time in history to set out the order things may have happened •Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain •Place events, artefacts and historical figures on a timeline using dates •Beginning to understand the concept of change over time, representing this, along with evidence, on a time line •Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, era, change, ancient, century, decade, chronology •Consider that some historical sources may not be reliable •Identify reasons for and results of peoples actions
Year 5/6	<ul style="list-style-type: none"> •Answer historical questions, giving reasons supported using information and evidence that has been carefully considered and selected •Understand how our knowledge of the past is constructed from a range of sources and can consider ways of checking the accuracy of interpretations – fact or fiction and opinion •Describe with some detail any historical events from the different period/s being studied/have been studied •Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same •Begin to appreciate that how we make decisions as a country has been through a Parliament for some time •Appreciate that significant events in history have helped shape the country we have today •Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied •Identify continuity and change in the history of the locality of the school •Give a broad overview of life in Britain and some major events from the rest of the world •Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world •Describe the social, ethnic, cultural or religious diversity of past society •Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children •Explain how some aspects of history/historical events have had an impact elsewhere in the world •Apply literacy, numeracy and computing skills to communicate information about the past •Use original ways to present information and ideas •Recognise that not everyone shares the same views and feelings and the beliefs, behaviour and characteristics of people can cause significant historical events

