



Curriculum Progression of Skills - History

| EYFS | | | | | | |
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| <p>History – Progression of skills across the EYFS</p> <p>The table outlines the relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.</p> <p>The most relevant statements for history are taken from the following area of learning: Understanding the World</p> | | | | | | |
| <p>3 and 4 Year olds</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. | | | | | | |
| <p>Children in Reception</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. | | | | | | |
| <p>Early Learning Goal Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | |
| Skill domains: | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological Understanding | <p>Cycle A</p> <ul style="list-style-type: none"> • Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. | <p>Cycle A</p> <ul style="list-style-type: none"> • Use common words and phrases concerned with the passing of time. | <p>Cycle A</p> <ul style="list-style-type: none"> • Use some dates and historical terms when sequencing events and objects. • Demonstrate awareness that the past can be divided into different periods of time. | <p>Cycle A</p> <ul style="list-style-type: none"> • Use dates and historical terms when ordering events and objects on a timeline. • Identify where people and events fit into a chronological framework. • Understand and use more complex historical terms – e.g – BC/AD | <p>Cycle A</p> <ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework. • Describe links and contrasts within and across different | <p>Cycle A</p> <ul style="list-style-type: none"> • Use dates and a wide range of historical terms when sequencing events and periods of time. • Develop chronologically secure knowledge of the events and periods of time studied. |



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| | | | | | periods of time including short-term and long-term time scales. | <ul style="list-style-type: none"> Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. |
| | <p>Cycle B</p> <ul style="list-style-type: none"> Recognise the distinction between past and present (within the context of their own life). Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. | <p>Cycle B</p> <ul style="list-style-type: none"> Order and sequence events and objects – closer in time using a reference book. Recognise that their own lives are similar and/or different from the lives of people in the past. | <p>Cycle B</p> <ul style="list-style-type: none"> Use some dates and historical terms when sequencing events and objects. <p>Demonstrate awareness that the past can be divided into different periods of time.</p> <p>Explore trends and changes over time – using a timeline.</p> | <p>Cycle B</p> <ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects on a timeline. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time. Understand and use more complex historical terms – e.g – BC/AD | <p>Cycle B</p> <ul style="list-style-type: none"> Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales. | <p>Cycle B</p> <ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term |
| Events, People and Changes | <p>Cycle A</p> <ul style="list-style-type: none"> Retell some events from beyond their living memory which are significant nationally or globally. | <p>Cycle A</p> <p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p>Cycle A</p> <p>Describe and give reasons for some historical changes</p> <ul style="list-style-type: none"> Find out and compare everyday lives and how that contrasts to our lives today | <p>Cycle A</p> <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> | <p>Cycle A</p> <p>Describe key aspects of a non-European society such as the early Mayan civilisation.</p> <ul style="list-style-type: none"> Compare life in the early and late stages of ‘times’ studied | <p>Cycle A</p> <p>Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions.</p> |



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| | | <ul style="list-style-type: none"> Understand why events happened and what happened as a result. | | <ul style="list-style-type: none"> Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Offer a reasonable explanation for some events. | | <ul style="list-style-type: none"> Know key dates, people and times studied. Compare beliefs and behaviour with another time studied. |
| | <p>Cycle B</p> <p>Retell some events from beyond their living memory which are significant nationally or globally.</p> <ul style="list-style-type: none"> Describe some changes within their living memory (including aspects of national life where appropriate). | <p>Cycle B</p> <p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> Develop awareness of significant historical events, people and places in their own locality. Understand why events happened and what happened as a result. | <p>Cycle B</p> <p>Describe and give reasons for some historical changes</p> <ul style="list-style-type: none"> Find out and compare everyday lives and how that contrasts to our lives today Demonstrate knowledge of aspects of history significant in their locality. | <p>Cycle B</p> <p>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <ul style="list-style-type: none"> Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Offer a reasonable explanation for some events. | <p>Cycle B</p> <ul style="list-style-type: none"> Study different aspects of different people – e.g. differences between men and women in a historical context Examine causes and results of great events and the impact of these Compare life in the early and late stages of ‘times’ studied | <p>Cycle B</p> <p>Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions.</p> <ul style="list-style-type: none"> Know key dates, people and times studied. Compare beliefs and behaviour with another time studied. Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. |



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| Interpretation, Enquiry and Using Sources | <p>Cycle A</p> <ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities. • Use sources to answer and ask simple questions about the past. • Identify some of the basic ways in which the past can be represented. • Choose parts of stories and other sources to show what they know about the past. | <p>Cycle A</p> <ul style="list-style-type: none"> • Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. • Consider why things may change over time. • Recognise some basic reasons why people in the past acted as they did. • Choose parts of stories and other sources to show what they know about significant people and events. | <p>Cycle A</p> <ul style="list-style-type: none"> • Use sources to address historically valid questions. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc. | <p>Cycle A</p> <ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses. • Recognise how sources of evidence are used to make historical claims. • Recognise why some events happened and what happened as a result. • Identify historically significant people and events in different situations. | <p>Cycle A</p> <ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate Primary and Secondary sources and make simple inferences. • Choose relevant sources of evidence to support particular lines of enquiry. | <p>Cycle A</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions and hypotheses. • Give some reasons for contrasting arguments and interpretations of the past. • Recognise that some events, people and changes are judged as more significant than others. • Bring knowledge gathered from several sources together into a coherent account. |
| | <p>Cycle B</p> <ul style="list-style-type: none"> • Use sources to answer and ask simple questions about the past. • Identify some of the basic ways in which the past can be represented. | <p>Cycle B</p> <ul style="list-style-type: none"> • Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. • Consider why things may change over time. • Recognise some basic reasons why people in the past acted as they did. | <p>Cycle B</p> <ul style="list-style-type: none"> • Use sources to address historically valid questions. • Recognise that our knowledge of the past is constructed from different sources of evidence. • Recognise that different versions of past events may exist. • Describe and explore some of the ways the | <p>Cycle B</p> <ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses. • Recognise how sources of evidence are used to make historical claims. • Recognise why some events happened and what happened as a result. | <p>Cycle B</p> <ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. • Recognise how our knowledge of the past is constructed from a range of sources. • Evaluate Primary and Secondary sources and make simple inferences. | <p>Cycle A</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions and hypotheses. • Give some reasons for contrasting arguments and interpretations of the past. • Recognise that some events, people and changes are judged |



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| | | | past can be represented – pictures, letters, artefacts etc. | <ul style="list-style-type: none"> Identify historically significant people and events in different situations. | <ul style="list-style-type: none"> Choose relevant sources of evidence to support particular lines of enquiry. | <p>as more significant than others.</p> <ul style="list-style-type: none"> Bring knowledge gathered from several sources together into a coherent account. |
| Communication | <p>Cycle A</p> <ul style="list-style-type: none"> Describe special or significant events. Retell simple stories or events from the past using simple Historical vocabulary. Use simple historical terms. | <p>Cycle A</p> <ul style="list-style-type: none"> Talk about what/who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts. | <p>Cycle A</p> <ul style="list-style-type: none"> Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. | <p>Cycle A</p> <ul style="list-style-type: none"> Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology. | <p>Cycle A</p> <ul style="list-style-type: none"> Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Compare accounts of events from different sources – fact or fiction. | <p>Cycle A</p> <ul style="list-style-type: none"> Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating |



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| | | | | | | different historical findings. |
| | <p>Cycle B</p> <ul style="list-style-type: none"> • Retell simple stories or events from the past using simple Historical vocabulary. • Use simple historical terms. | Cycle B | <p>Cycle B</p> <ul style="list-style-type: none"> • Select and organise historical information to present in a range of ways. • Use relevant historical terms and vocabulary linked to chronology. • Distinguish difference between sources – e.g – compare different versions of the same event. | <p>Cycle B</p> <ul style="list-style-type: none"> • Discuss significant aspects of, and connections between, different historical events. • Select and organise relevant historical information to present in a range of ways. • Begin to evaluate the usefulness of different sources. • Use relevant and appropriate historical terms and vocabulary linked to chronology. | <p>Cycle B</p> <ul style="list-style-type: none"> • Discuss and debate historical issues. • Use appropriate vocabulary when discussing and describing historical events. • Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. • Compare accounts of events from different sources – fact or fiction. | <p>Cycle B</p> <ul style="list-style-type: none"> • Acknowledge contrasting evidence and opinions when discussing and debating historical issues. • Use appropriate vocabulary when discussing, describing and explaining historical events. • Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. • Choose the most appropriate way of communicating different historical findings. |