



### Progression of Skills in History

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical Interpretations</b>	<p>To recognise different people, notice different things when the subject is the same.</p> <p>To identify that the past can be represented in a variety of ways.</p>	<p>To develop own interpretation when looking at artefacts.</p> <p>To identify different ways to represent the past; eg photos, drawings, stories.</p>	<p>To develop own interpretation from photographs and written sources.</p> <p>To identify that the past can be represented in eye-witness accounts.</p>	<p>To identify and give reasons for the different ways the past is represented.</p> <p>To evaluate the usefulness of different sources.</p>	<p>To identify differences between different sources and give reasons for the ways in which they represent the past.</p> <p>To explore representations from a period; eg archaeological, museum, cartoons, books.</p>	<p>To evaluate the usefulness of historical sources.</p> <p>To evaluate the interpretation made by historians.</p>	<p>To compare accounts of events from different sources.</p> <p>To understand that different evidence creates different conclusions.</p>
<b>Historical Investigations</b>	To decide whether	To interpret evidence by	To make simple	To recognise similarities	To ask, and answer, the	To evaluate conclusions	To make complex

	<p>photographs or images depict the past.</p>	<p>making simple deductions and inferences.</p> <p>To describe the main features of concrete evidence of the past, or historical evidence; eg pictures, artefacts, buildings.</p>	<p>conclusions about a question using historical evidence to support.</p> <p>To make links and connections across a unit of study.</p>	<p>and differences between past events and today.</p> <p>To understand and make deductions from documentary as well as concrete evidence.</p>	<p>question, “How do we know?”</p> <p>To understand that there may be multiple conclusions to a historical enquiry question.</p>	<p>and identify ways in which to improve them.</p> <p>To challenge existing interpretations of the past using explanations of evidence.</p>	<p>interpretations using more than one source of evidence.</p> <p>To reach conclusions which are complex and substantiated by a range of sources.</p>
<b>Chronological Understanding</b>	<p>To sequence events when describing a daily routine or story events.</p> <p>To use words and phrases for the passage of time.</p>	<p>To sequence several events in their own lifetime.</p> <p>To record on a timeline some historical stories heard orally.</p>	<p>To sequence up to six photographs focussing on the time period in between.</p> <p>To recognise how long events studied last.</p>	<p>To sequence events on a timeline combining those studied in KS1.</p> <p>To understand history is divided into specific historical</p>	<p>To sequence eight to ten historical artefacts, pictures or events.</p> <p>To notice connections and changes over a period of time.</p>	<p>To sequence at least ten events on a timeline.</p> <p>To understand the term “century” and how dating by centuries works.</p> <p>To develop a chronological</p>	<p>To sequence events on a timeline, including the period of history, comparing them to where they fit in with events studied in previous year groups.</p>

				periods; eg ancient times, middle ages, modern.		understanding of local, British and world history.	To compare and make connections between different contexts in the past.
<b>Knowledge and Understanding of Events and People and Changes in the Past</b>	To recall special people in their own lives.	To recall special events in their own lives.  To know that some people and events are more special than others.	To know that historically significant people are those who have changed many people's lives.  To know the impact of a historical event on society.	To know that historically significant events are those which changed many people's lives.  To know that significant archaeological findings are those which change how we see the past.	To recall some important people and events.  To identify who is important in historical sources and accounts.	To identify significant people and events across different time periods.  To compare significant people and events across different time periods.	To explain the significance of people, events and developments.  To know how historians select criteria for significance and the impact this has.
<b>Presenting, Organising and Communicating</b>	To make simple observations about the past from	To make simple observations about the	To identify a primary source. To evaluate the	To identify primary and secondary sources.	To extract appropriate information from a historical source.	To consider a range of factors when discussing the reliability of	To distinguish between fact and opinion. To use a range of different

	photographs and images.	past from a source. To use different sources to answer questions.	usefulness of different sources to a historical enquiry.	To select and record relevant information from a range of sources to answer a question.	To compare and contrast different historical sources.	sources; eg audience, purpose, accuracy, creators of the source itself. To use different sources to make and substantiate historical claims.	historical evidence to dispute the ideas, claims or perspectives of others.
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