



St. Bernadette's Primary School

History Skills Progression

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

National Curriculum aims:	EYFS Outcomes based on Development Matters
Nursery	<i>Through a text-based curriculum and high-quality learning experiences in continuous provision children will:</i> Begin to make sense of their own life history. When I was a baby <i>baby / new / grow</i> The people in my family <i>family / brother / sister.</i> My birthday <i>birthday / party / presents</i> Christmas time ... Make sense of their own life history. Begin to make sense of family's history.
National Curriculum aims:	EYFS Outcomes based on Development Matters
Reception	<i>Through a text-based curriculum and high-quality learning experiences in continuous provision children will:</i> Begin to make sense of their own life-story and family's history. Begin to comment on images of familiar situations in the past. Comment on images of familiar situations in the past. 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.

National Curriculum aims:	Chronological Understanding	Knowledge and understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 1	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Place known events and objects in chronological order (timeline). Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Recall some facts about people/events before living memory. Say why people may have acted the way they did. Identify some similarities and differences between ways of life in different periods.	Look at books, videos, photographs, pictures and artefacts to find out about the past. Relate own account of an event and understand that others may give a different version	Describe some simple similarities and differences between artefacts. Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past.	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past, including role-play. Talk, draw or write about aspects of the past.
National Curriculum aims:	Chronological Understanding	Knowledge and understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 2	Show an awareness of the past and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline). Identify similarities and differences between ways of life in different periods.	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?	Understand some of the ways in which we find out about the past. Identify different ways in which the past is represented. Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.	Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. Speak about how he/she has found out about the past e.g. through role-play. Record what he/she has learned by drawing and writing, including using ICT.

National Curriculum aims:	Chronological Understanding	Knowledge and understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 3	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Describe dates of and order significant events from the period studied (timeline). Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. Knowledge and understanding of events, people and changes in the past Historical interpretation	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past	Explore the idea that there are different accounts of history and what the reasons for this might be.	Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past.	Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
National Curriculum aims:	Chronological Understanding	Knowledge and understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 4	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Place some historical periods in a chronological framework (timeline) Describe the main changes in a period in history. Use historic terms related to the period of study.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. Understand that sources can contradict each other.	Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past.	Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

National Curriculum aims:	Chronological Understanding	Knowledge and understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 5	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Describe the main changes in a period in history. Use dates to order and place significant events on a timeline.	Choose reliable sources of information to find out about the past. Give some reasons (with evidence) for some important historical events. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Understand that the type of information available depends on the period studied. Evaluate the usefulness of a variety of sources. Make comparisons between aspects of periods of history and the present day.	Compare sources of information available for the study of different times in the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.	Provide an account of a historical event based on more than one source. Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.
National Curriculum aims:	Chronological Understanding	Knowledge and understanding	Historical Interpretation	Historical Enquiry	Organisation and Communication
Year 6	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.	Choose reliable sources of information to find out about the past. Use evidence to support arguments. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Address and sometimes devise historically valid questions about change, cause, similarity	Provide an account of a historical event based on more than one source. Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.

		Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) Show developing appropriate use of historical terms.		and difference, and significance.	
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