

**THE BRITISH SCHOOL
PROGRESSION OF SKILLS AND CONCEPTS IN HISTORY**

Golden threads run through the curriculum: Empire, People and Society, Trade and Industry, Religious belief

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Constructing the past & Chronological understanding	<ul style="list-style-type: none"> • Begin to understand the difference between things that happened in the past and the present. • Use everyday language related to time • Order and sequence familiar events. • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in 	<ul style="list-style-type: none"> • 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. • Order a set of events or objects • Use a timeline to place important events • Sequence some events or 2/3 related 	<ul style="list-style-type: none"> • Understand 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, using a scale the teacher has given me. • Use a timeline to place 	<ul style="list-style-type: none"> • Show an understanding of chronology by being increasingly aware that the past can be divided into different historical terms and dates, e.g. Tudor, century • Understand that a timeline can be divided into BC/BCE & AD/CE • Use a timeline to place historical events in chronological order. 	<ul style="list-style-type: none"> • Show understanding of chronology by placing events, people and changes into correct periods of time. • Understand that a timeline can be divided into BC/BCE & AD/CE. • Order an increasing number of significant events and dates on a timeline . 	<ul style="list-style-type: none"> • Understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. • Use these skills when they show their knowledge and understanding when describing events • Understand that a timeline can be divided into BC/BCE & AD/CE.. 	<ul style="list-style-type: none"> • Understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. • Show mastery of these skills when they demonstrate their increasing knowledge of events and people when describing events (sometimes linking current

	<p>lives of family members.</p> <ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words 	<p>objects, in order.</p> <ul style="list-style-type: none"> • Use common words and phrases about the passing of time, including calendar time, e.g. old, new/young, days & months and remember some parts of stories and memories about the past. 	<p>important events.</p> <ul style="list-style-type: none"> •Put objects and events into time order and when doing this, use words about the passing of time, including clock time, calendar time and language like before, after, a long time ago, past •Use a wider vocabulary related to historical terms. 			<ul style="list-style-type: none"> •Order an increasing number of significant events, movements and dates on a timeline (from previous units also). 	<p>learning to previous units).</p> <ul style="list-style-type: none"> •Order an increasing number of significant events, movements and dates on a timeline(from previous units also).
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Knowledge and understanding of events, people and changes</p>	<ul style="list-style-type: none"> •Recognise themselves and their parents when they were younger. •Be able to explain what 	<ul style="list-style-type: none"> •Recall some facts about people/events before living memory. •Tell the difference between past 	<ul style="list-style-type: none"> •Use information to describe the past. •Describe the differences between then and now. 	<ul style="list-style-type: none"> •Know and understand about some main events and people in the periods of time which they have 	<ul style="list-style-type: none"> •Know and understand about some of the main events, people and changes in the periods of 	<ul style="list-style-type: none"> • Show their knowledge and understanding of aspects of the history of Britain and other countries 	<ul style="list-style-type: none"> □ To show their knowledge and understanding of aspects of the history of Britain

	<p>changes have occurred.</p> <ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>and present in their own and other people's lives.</p> <ul style="list-style-type: none"> • Make simple observations about different types of people, events, and beliefs within a society. • Say why people in the past may have acted in the way they did. 	<ul style="list-style-type: none"> • 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. • Tell the difference between aspects of their own life and aspects of life as it used to be in the past • Give a few reasons for and/or results of the main events and changes in the periods of 	<p>studied.</p> <ul style="list-style-type: none"> • Recognise some aspects of the social and cultural diversity of the societies studied • Give a reason for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did. • Recognise some of the similarities and differences between people and events studied. • Use evidence to describe the culture, beliefs and way of life and 	<p>time which they have studied.</p> <ul style="list-style-type: none"> • Recognise some aspects of the social, cultural, religious and ethnic diversity of the societies studied. • Give a number of reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as they did • Recognise, describe and explain some of the similarities and differences between 	<p>by describing one important feature of the past societies and periods studied.</p> <ul style="list-style-type: none"> • Describe some of the main ideas, beliefs, attitudes and experiences of men, women and children to determine the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world. • Give some causes and consequences of the main events in the periods they have studied. • Describe changes 	<p>and other countries by the way in which they describe important features of past societies and periods studied.</p> <ul style="list-style-type: none"> • Identify some of the ideas, beliefs, attitudes and experiences of men, women and children to determine the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world. • Give some causes and consequences of the main events, situations and
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			<p>time which they have studied.</p> <ul style="list-style-type: none"> •Recognise some of the similarities and differences between periods of time •Make simple observations about different types of people, events, and beliefs within a society. 	<p>actions of people from the past.</p>	<p>people and events and artefacts studied.</p> <ul style="list-style-type: none"> •Use evidence to describe the culture and way of life and actions of people from the past. 	<p>and links both within and across the different times they have studied</p> <ul style="list-style-type: none"> •Choose reliable sources of information to find out about the past, 	<p>changes in the periods they have studied.</p> <ul style="list-style-type: none"> •Identify a number of changes and links both within and across the different times they have studied and explain the reasons for them. •Choose reliable sources of information to find out about the past
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Historical Interpretation	<ul style="list-style-type: none"> •Know some of the things that people have to keep memories of the past such as photos etc. •Begin to identify and recount some details from the past from sources, e.g. pictures, stories. 	<ul style="list-style-type: none"> •Look at books, videos, photographs, pictures and artefacts to find out about the past. •Begin to understand 	<ul style="list-style-type: none"> • Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic 	<ul style="list-style-type: none"> • Identify some of the different ways in which the past is represented e.g. artist's pictures, 	<ul style="list-style-type: none"> •Identify a number of different ways in which the past is represented, e.g. artist's pictures, museum displays, 	<ul style="list-style-type: none"> •Show how some aspects of the times they have been studying have been represented and interpreted in different ways. • Understand that some evidence 	<ul style="list-style-type: none"> •Show how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this.

	<ul style="list-style-type: none"> •Recognise and describe special times or events for family or friends. 	<p>why people did things in the past.</p> <ul style="list-style-type: none"> •Begin to identify and recount some details from the past from sources, e.g. pictures, stories •Talk about who was important e.g. in a simple historical account. 	<p>buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <ul style="list-style-type: none"> • Begin to understand why people did things in the past, and how this past has been represented (sources) • Talk about who was important e.g. in a simple historical account. 	<p>museum displays, writing.</p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. • Identify historically significant people and events in situations. 	<p>writing.</p> <ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Identify historically significant people and events in situations. 	<p>from the past is propaganda, opinion or misinformation, and that this affects interpretation of history.</p> <ul style="list-style-type: none"> • Give reasons why there may be different accounts of history. •Consider/explain the significance of events, people and developments in their context and in the present 	<ul style="list-style-type: none"> • Know that people, including in the past, have a point of view and that this can affect interpretation. • Give clear reasons why there maybe different accounts of history, linking this to factual understanding •Consider/explain the significance of events, people and developments in their context and in the present
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Historical Learning	<ul style="list-style-type: none"> •Ask questions about historical items, pictures etc. to see what objects or 	<ul style="list-style-type: none"> •Identify different ways in which the past is 	<ul style="list-style-type: none"> •Identify different ways in which thepast is 	<ul style="list-style-type: none"> •Make detailed observations and to begin to make 	<ul style="list-style-type: none"> ••Make detailed 	<ul style="list-style-type: none"> •Begin to research, select and combine 	<ul style="list-style-type: none"> • Begin to research, select and combine

	<p>clothes were different from the present</p> <ul style="list-style-type: none"> •Be curious about people and show interest in stories. •Answer 'how' and 'why' questions ... in response to stories or events. •Explain own knowledge and understanding, and asks appropriate questions. •Know that information can be retrieved from books and computers •Record, using marks they can interpret and explain. 	<p>represented.</p> <ul style="list-style-type: none"> •Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?" •Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer. • Answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, 	<p>represented.</p> <ul style="list-style-type: none"> •Ask questions about the past. •Use a wide range of information to answer questions. • To answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources. • Make detailed observations and begin to make inferences and 	<p>inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.</p> <ul style="list-style-type: none"> •Find answers to questions about the past by using sources of information. 	<p>observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.</p> <ul style="list-style-type: none"> •Find answers to questions about the past by using sources of information. 	<p>information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries) about the past so that they can find answers to historical questions.</p>	<p>information from sources of information (documents, printed resources, internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries) about the past so that they can find answers to historical questions. and test hypotheses.</p> <ul style="list-style-type: none"> • Ensure research is relevant to the focus of enquiry. • Begin to produce
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		written sources.	deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources.				structured work making appropriate use of dates and historical vocabulary
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Organisation and Communication	<ul style="list-style-type: none"> •Have a recollection or memory or to ask about someone else's. •Show what they know and understand about the past in different ways, e.g. speaking, role-play, drawing or writing. 	<ul style="list-style-type: none"> •Sort events or objects into groups (i.e. then and now.) •Use timelines to order events or objects. •Tell stories about the past. • Talk, write and draw about things from the past. • Show what they know and understand about the past in different ways, e.g. 	<ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling including digital skills 	<ul style="list-style-type: none"> •Communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills. •Use some special 	<ul style="list-style-type: none"> •Communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using digital skills. •Use some special terms like monarch, 	<ul style="list-style-type: none"> •Communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, datahandling, drama, roleplay, storytelling and using digital skills. •Begin to use dates and terms to do with the 	<ul style="list-style-type: none"> •Communicate what they know and ideas about the past using different genres of writing, drawing, diagrams, datahandling, drama, roleplay, storytelling and using digital skills. •Begin to use dates and

		speaking, roleplay, drawing, or writing.		terms like monarch, settlement, invasion and civilization.	settlement, invasion civilization and peasantry.	<p>passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned.</p> <ul style="list-style-type: none"> • Understand and use special words correctly, e.g. invasion, settlement, monarch, trade. • Begin to produce structured writing, making appropriate use of the dates and special words which they know and understand 	<p>terms to do with the passing of time, e.g. century, decade, BC, AD, when they write down the knowledge and understanding of what they have learned.</p> <ul style="list-style-type: none"> • Understand and show mastery of special words correctly, e.g. invasion, settlement, monarch, trade. • <input type="checkbox"/> To begin to produce structured writing, making appropriate use of the dates and special words which they know and
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							<p>understand using sophisticated historical vocabulary e.g. empire, civilization, parliament and peasantry Plan and present a self-directed project about the studied period.</p>
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Continuity and change	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. • Develop understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times. 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times. 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies. 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies. 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods. 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Cause and Consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes.. 	<ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes. 	<ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes.