



HISTORY SKILLS PROGRESSION

EYFS

At Prior's Mill, our History curriculum builds upon the foundations laid in EYFS, where pupils begin to explore their own personal histories, learn about the past through stories, and understand the concept of time. We foster curiosity about people and events from the past, ensuring a smooth transition as pupils progress into Key Stage 1. The EYFS Milestones Document explores this approach in more detail.

Year 1/2

Was Captain Cook a Pirate?
Why did London burn?
Who lives in a castle like this?
What was it like to be an Evacuee?

Chronological understanding	Breadth of Study	Skills
	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Observe and handle evidence to ask questions about the past To place key events from Captain Cook's life in order on a time line. Use picture of the Great Fire of London to establish why the fire spread. To understand what happened as a result of the Great Fire of London. To compare differences in London, before and after the Great Fire. Look at the lives of significant individuals such as Captain Cook and Kings and Queens of the past placing events in order on a time line. Label time lines with words or phrases such as; past, present, older and newer.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Use time language such as yesterday, last week, a long time ago. Label time lines with words or phrases such as: past, present, older, newer. To identify differences before and after an event. To ask simple questions about the past. Conduct key historical research to find out about the different lives of key individuals from the past, identifying how they have shaped history
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Children can compare old farmers/ homes of evacuees with the homes of children today and talk about the differences. Children use speaking and listening skills to ask questions about the lives of Evacuees. To review cause and effect of events in history. To compare different versions of the past.
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Ask and answer questions about toys from the past. Ask questions such as: What was is like for people? What happened? How long ago? Use a variety of different sources of evidence to ask and answer questions about the Great Fire of London. Use a primary source to answer questions about the past.

<p style="text-align: center;">Year 3/4 How did the Romans change Britain? What happened when the Romans left Britain? How did the Romans change Britain (2)? Where can we see Ancient Greece today?</p>		
Chronological understanding	Breadth of Study	Skills
	<ul style="list-style-type: none"> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Study life on Skara Brae. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of 'Ancient' by placing the Ancient Greece on a timeline in history. • Place events and historical figures on a timeline using dates. • To trace and understand Britain's role within the Roman Empire. • To use evidence to ask questions and understand the decline and fall of the Western Roman Empire and its impact on Britain. • Place events, artefacts and dates on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Find out about every day lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. • Describe the characteristic features of the past, including experiences of everyday life. • To understand the importance of Stone Age inventions. • To understand how the introduction of farming changed Stone Age life. • To suggest causes and consequences of events in history • Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Interpretations of history	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Describe different accounts of historical events, explaining some of the ways the accounts may differ. • To generate questions to find out about events in the past, what would you ask a caveman? • Find out about the beliefs of the Ancient Greeks by looking at factual evidence. • Research the Ancient Olympics and establish what they tell us about the past. • To describe different accounts of historical events • To use evidence to ask questions in order to understand

		<ul style="list-style-type: none"> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
Historical enquiry	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions <p>Use the library and internet for research</p>	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Use evidence to ask questions and find answers to questions about the past. Look at a range of Greek artefacts – what do they tell us about the past? To suggest and evaluate sources of evidence using appropriate vocabulary. To evaluate primary and secondary sources to find out about Caesar’s attempted invasion in 55-54BC, Augustus, the successful invasion by Claudius (including Hadrian’s Wall) and the Roman Empire. Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

<p style="text-align: center;">Year 5/6</p> <p style="text-align: center;">Why dd the Egyptians build the Pyramids?</p> <p style="text-align: center;">What was learning like for Maya?</p> <p style="text-align: center;">Could you keep calm and carry on?</p> <p style="text-align: center;">What if I could go back in time?</p>		
Chronological understanding	Breadth of Study	Skills
	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Place current study on time line in relation to other studies Use relevant dates and terms <p>Sequence up to 10 events on a time line</p>	<ul style="list-style-type: none"> Study a non-European society that provides a contrast with British history (Mayan civilization AD 900). Develop a chronologically secure knowledge and understanding of British, local and world history. Use dates and terms accurately in describing events. Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of lie with the same aspect in another period Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural. To begin to understand the role of an archaeologist to piece together information and create a picture of the past. Use original ways to present information and ideas. Describe the social, ethnic, cultural or religious diversity of past society.

	<ul style="list-style-type: none"> • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation <p>Know key dates, characters and events of time studied</p>	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. • Study Egyptian architecture and discuss main features. • Study Ancient Greek pottery and establish what they tell us about life in the past
Interpretations of history	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research 	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand our knowledge of the past is constructed from a range of sources. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypothesis about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Research aspects of daily life using primary resources and compare and contrast findings.
Historical enquiry	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence. • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use appropriate historical vocabulary to communicate. • Use sources of information to make deductions about life in Ancient Egypt. • Use sources of evidence to deduce information about the past.