

History Progression of Skills



EYFS

Reception: UTW/Past and Present

Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.

ELG: UTW/Past and Present

Talk about the lives of 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.

	Year 1 and 2	Year 3 and 4
Chronology	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a time-line</p> <p>Use correct terminology to describe events in the past</p>
Historical terms	<p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p>	<p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>
Historical Enquiry	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p>

	<p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>
Interpreting History	Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays	Be aware that different versions of the past may exist and begin to suggest reasons for this
Continuity and Change	Discuss change and continuity in an aspect of life, e.g. seaside holidays, travel	Describe and begin to make links between main events, situations and changes within and across different periods and societies
Causes and Consequences	<p>Recognise why people did things</p> <p>Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p>	<p>Identify and give reasons for historical events, situations and changes</p> <p>Identify some of the results of historical events, situations and changes</p>
Similarities and Differences	Identify similarities and differences between ways of life in different periods, including their own lives	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance	Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.	Identify and begin to describe historically significant people and events in situations.