

Foxdell Primary School

Skills Progression in History

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Construct and sequence the past	Communication and language <ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	Recognise the difference between 'old' and 'new' Know where some basic events fit on a timeline, relating to their topic Place some basic events onto a timeline and use this to support the retelling of past events.	Record some events onto a timeline. Know where some key people fit on a timeline. Remember a few significant names and dates. Use common words and phrases related to the passing of time (now, then, before).	Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). Place events of British history on a timeline, using dates. Begin to understand the scale of history (e.g. the Bronze Age lasted for ≈2000 years, but vast amounts of change in the last century.)	Position a growing range of eras and events on a timeline (e.g. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). Separate out the timeline of Britain from global events and recognise that some events are more globally important than others.	Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Place world history events on a timeline using the correct dates and labels.	Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of historical scale.
Change and development		Say how something is the same or different in the past. Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparent's lifetimes).	Say how lifestyles (work, school, play etc.) were the same or different in the past. Describe differences between 'then' and 'now'. Discuss the speed of change - sometimes in slow increments, sometimes in leaps.	Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. Explore change at a local level, investigating the impact of national and global events.	Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Explore differences between different people living at the same time	Discuss changes, similarities and differences. Deepen understanding of trends/themes over time. Describe what life was like for people living at the same point (rich/poor, military/civilians etc.)	Ask and answer questions about changes, similarities and differences and challenge responses. Discuss and debate trends and themes over time. Describe changes across an historical period (considering social, political, cultural and

	members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions						technological changes).
Cause and effect		<p>Show an understanding of some key events.</p> <p>Start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).</p>	<p>Recount key events from the past in their own words and begin to explain why these events happened.</p> <p>Begin to think about the impact that historical events have had on modern life</p>	<p>Question, investigate and give reasons for events in the past (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?)</p> <p>Describe the impact of events in the more distant past on modern life (e.g. the legacy of the Roman Empire for modern Europe).</p>	<p>Independently question the reasons behind historical events and changes.</p> <p>Give increasingly historically accurate answers to these questions.</p> <p>Describe how events/people being studied have had an impact on the modern world.</p>	<p>Ask and answer clear and accurate questions about what happened.</p> <p>Ask 'why' questions to further historical understanding.</p> <p>Debate and discuss different opinions about historical causes and effects.</p>	<p>Independently ask and answer clear and accurate questions about the past.</p> <p>Discuss and compare a range of plausible causes and effects.</p> <p>Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</p>
Significance and interpretation		<p>Begin to understand why events being studied are important.</p> <p>Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</p>	<p>Understand why people and events being studied are important.</p> <p>Begin to express preferences and justify them with evidence / facts (e.g. Who was the greatest explorer?)</p>	<p>Ask and answer questions about how and why events and people being studied are significant.</p> <p>Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p>	<p>Can ask and answer questions about how and why events/people are significant.</p> <p>Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</p>	<p>Deepen their understanding that historical knowledge comes from a range of sources,</p> <p>Understand that there can be many versions of the same events in history, giving reasons why these may exist</p>	<p>Recognise that some events and people are more significant than others, and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources,</p> <p>Make links between historical events, changes and cultures across a range of periods studied.</p>
Plan and carry out an enquiry		<p>Ask and answer some historical questions.</p> <p>Sort pictures / objects / events into 'old' and 'new'</p>	<p>Ask and answer historically relevant questions.</p> <p>Use historical vocabulary (e.g. past, present, recently, years, decades, centuries).</p> <p>Compare events from different periods in</p>	<p>Construct relevant questions about history and begin to suggest how these might be answered.</p> <p>Carry out a local history study (how did history shape our area? What evidence can we still find?)</p>	<p>Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources.</p>	<p>Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.</p> <p>Draw conclusions on what happened based</p>	<p>Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.</p> <p>Reach conclusions on what happened based on the study of a range of sources.</p>

			history (e.g. different discoveries/voyages).	Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.	Use historical terms correctly.	on study a range of sources	Reflect on enquiries and identify ways in which they could be improved or extended.
Use sources as evidence		<p>Use pictures and photographs to extract some information about the past.</p> <p>Begin to recognise different ways we can learn about the past (e.g. from images, objects, stories, first-hand witnesses).</p>	<p>Use a range of sources (e.g. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past.</p> <p>Begin to piece together clues from a variety of different sources.</p>	<p>Use a range of sources or artefacts (written, visual or oral) to learn more about the past.</p> <p>Consider the range of sources available when we study different historical periods (e.g. why do we know much more about the Romans than the Iron Age?)</p>	<p>Understanding that historical knowledge comes from a range of sources.</p> <p>Look at two versions of the same events identifying how they are similar/different.</p> <p>Question the accuracy of modern depictions of historical events</p>	<p>Accept, reject and comment on how useful sources are when carrying out research.</p> <p>Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p>	<p>Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate.</p> <p>Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.</p>