



## **History skills Progression document**

### **History**

The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Enquiry	Early Years Foundation Stage	Key Stage 1	Lower KS2	Upper KS2
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Use everyday language related to time</li> <li>• Order and sequence familiar events</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>• sequence artefacts and events that are close together in time;</li> <li>• order dates from earliest to latest on simple timelines;</li> <li>• sequence pictures from different periods;</li> <li>• describe memories and changes that have happened in their own lives;</li> <li>• use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>• understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>• order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• accurately use dates and terms to describe historical events;</li> <li>• understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<b>Historical Investigations</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Answer 'how' and 'why' questions... in response to stories or events.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Know that information can be retrieved from books and computers.</li> <li>• Record, using marks they can interpret and explain</li> </ul>	<ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> <li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• use evidence to explain the key features of events;</li> <li>• sort some objects/artefacts into new and old and then and now.</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of primary and secondary sources to find out about the past;</li> <li>• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• regularly address and sometimes devise own questions to find answers about the past;</li> <li>• begin to undertake their own research.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>• investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>

Historical Interpretations		<ul style="list-style-type: none"><li>• start to compare two versions of past events;</li><li>• start to understand that there can be different versions of the same event from the past;</li><li>• observe and use pictures, photographs and artefacts to find out about the past;</li><li>• start to use stories or accounts to distinguish between fact and fiction;</li><li>• explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</li></ul>	<ul style="list-style-type: none"><li>• look at two versions of the same event or story in history and identify differences;</li><li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li><li>• begin to understand some of the ways in which historians and others investigate the past.</li></ul>	<ul style="list-style-type: none"><li>• find and analyse a wide range of evidence about the past;</li><li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li><li>• consider different ways of checking the accuracy of interpretations of the past;</li><li>• start to understand the difference between primary and secondary evidence and start to question its reliability;</li><li>• show an awareness of the concept of propaganda;</li><li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li><li>• continue to develop their understanding of how historians and others investigate the past.</li></ul>
Presenting and Communicating	<ul style="list-style-type: none"><li>• talk, write and draw about things from the past;</li><li>• use historical vocabulary to retell simple stories about the past.</li></ul>		<ul style="list-style-type: none"><li>• present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li><li>• start to present ideas based on their own research about a studied period.</li></ul>	<ul style="list-style-type: none"><li>• present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives;</li><li>• plan and present a self-directed project or research about the studied period.</li></ul>
Strand	Early Years Foundation Stage	Key Stage 1	Lower KS2	Upper KS2

<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things</li> <li>Recognise why some events happened</li> <li>Recognise what happened as a result of people's actions or events</li> </ul>	<ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>Begin to offer explanations about why people in the past acted as they did</li> </ul>
<b>Similarities/ Differences</b>	<ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods, including their own lives</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for historical events, situations and changes</li> <li>Identify some of the results of historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> </ul>
<b>Significance of Events</b>	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons why some events, people or developments are seen as more significant than others</li> </ul>