



Skills Progressions – History

History is taught as part of our topic based approach to learning. Many of the topics within the school are history led. (Please see the long term overview of our topics for further information). This progression document supports teachers in their planning and delivery of the History Curriculum to ensure the knowledge and skills taught are age appropriate.

	Chronology	Historical Knowledge	Interpretation of History	Historical Enquiry
Spring Class	Show awareness of the passing of time. Sequence the school day and the days of the week. Sequence photos of people of different ages. Begin to use basic time vocabulary.	Describe changes in their own lives. Describe similarities and differences between them as a baby, a toddler and now.	Listen to different versions of the same story. Look at different pictures of the same person. Discuss different versions of an event at school.	Handle, question, observe and sketch a range of sources. Distinguish between old and new. Begin to use vocabulary related to the type of source and evidence.
Summer Class	Describe memories of key events in their lives. Sequence 3 or 4 objects from distinctively different periods of time e.g. toys, household items. Sequence events in their own lives. Use time vocabulary e.g. now, then, future, past, present. Order events and famous people chronologically.	To recognise how people did things i.e. in the home and how it affects us today. To recognise features of past societies both as far back as grandparents and earlier. Identify differences between the ways of life at different times. Begin to realise that there are reasons why famous people in the past acted the way they did.	Recognise examples of past and present. Begin to identify some different ways in which the past is represented. Understand events from different points of view. Discuss a historical event from two viewpoints.	Begin to recognise sources of information for finding out about History e.g. people, books, artefacts. Find answers to questions about the past from a range of sources e.g. pictures, museums, eye witness accounts (diaries). Begin to observe and handle artefacts to answer questions about the past. Develop questioning skills. Begin to use clues and evidence to find out about historical events.

Autumn Class	Recognise that the past can be divided into different periods of time: ancient, modern e.g. Roman Times. Place periods studied on a prepared timeline. Place events from periods studied on a prepared timeline. Begin to use dates and terms e.g. AD, BC. Recognise the role of dates and historical periods and know how to use and organise this information.	Demonstrate knowledge and understanding of some of the main events, people, and changes within the periods studied. Begin to understand that history covers aspect of human condition/lifestyles of the past. Begin to make some links between different periods and societies studied.	Be exposed to the different ways the past is presented e.g. books, internet and oral history. Begin to discuss/recognise the difference between fact and opinion Identify some of the different ways in which the past is represented.	Ask and answer questions about the past using artefacts, pictures and documents. Use sources of information; including ICT, in ways that go beyond simple observations to answer historical questions.
Winter Class	Place events, people and changes into periods of time Place current study on a timeline in relation to other studies. Use dates and terms to describe time including BC, AD, century and decade. Recognise periods can be divided into sub sections such as the reign of a monarch and organise information chronologically within these periods. Place a range of different time periods on a timeline. Make appropriate use of dates, chronological terms and conventions such a BC, AD, century, decade, ancient and modern.	Show factual knowledge and understanding of aspects of both the history of Britain and the wider world. Recognise the characteristics of past societies and periods. Identify changes and recognise links within and across periods. Give reasons for changes within a historical period.	Discuss the difference between fact and opinion. Discuss examples of aspects of the past which could or have been interpreted in different ways. Recognise that events can be interpreted and represented in different ways. Give reasons why different viewpoints exist in history.	Ask and answer questions and select relevant information when researching a topic or theme. Find out about events, people and changes from a range of information, including ICT, artefacts, pictures and documents. Begin to identify, select, combine and evaluate sources of information to reach and support a conclusion about specific areas studied. Plan and carry out a simple historical enquiry to compare past/present using an appropriate range of sources including ICT based sources.

Based on the History Progression documents recommended by Patricia Hannam from the History HIAS team.