



Sparsholt C of E Primary School



Progression in History Skills

EYFS Early Learning Goal Understanding The World	<p>- 'Past and Present'</p> <ul style="list-style-type: none"> • Talk about the lives of the 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.
KS1 N/C Skills	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented
KS2 N/C Skills	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources.

Chronology

Develop an understanding of the chronology of the people, events, periods or civilisations studied

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about past and present in their own lives and that of their families	<p>Create simple timelines to sequence processes, events, objects within their own experience</p> <p>Confidently use vocabulary associated with the past e.g. old and new, then and now.</p>	<p>Realise that historians use dates to describe events</p> <p>Use phrases describing intervals of time e.g. before, after, at the same time etc.</p>	<p>Use and understand phrases such as 'over three hundred years ago' and AD/BC or BCE/CE</p>	<p>Begin to understand historical periods overlap each other and vary in length.</p> <p>Use more precise chronological vocabulary</p>	<p>Understand that past civilisations overlap with others in different parts of the world, and that their respective durations vary.</p>	<p>Accurately place civilisations/periods studied in chronological order and take account of some overlap in duration and intervals between them.</p>

Characteristic Features

Identify characteristic features of events, people, periods and civilisations studied

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Recognise that building, clothing, transport or technology could be different in the past.</p> <p>Show awareness of significant features not seen today.</p>	<p>Recognise and describe, in simple terms, some characteristic features of a person or period studied</p> <p>Increasingly use period specific language in explanations.</p>	<p>Describe main features associated with the period/civilisation studied, mostly using period specific language</p>	<p>Give simple explanations that not everyone in the past lived in the same way.</p> <p>Consistently use period specific language in explanations</p>	<p>Understand that some past civilisations in different parts of the world have some important similarities.</p> <p>Identify and make links between significant characteristics of period/civilisation studied and others studied previously.</p>	<p>Contrast and make some significant links between civilisations / periods studied.</p> <p>Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.</p>

Continuity and Change

Develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Match old objects to people or situations from the past. Describe how some aspects of life today differ from the past using simple historical vocabulary.	Talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and <i>another then</i> .	Describe some changes in history over a period of time and identify some things which stayed the same.	Describe and give some examples of a range of changes at particular points in history while some things remained the same.	Give simple explanations with simple examples of why change happened during particular events/periods. Understand that there are usually a combination of reasons for any change. Understand that changes do not impact everyone in the same way or at the same time.	Understand that changes in different places and periods can be connected. Have an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.

Cause and Consequence

Develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of factors.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	Describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	Describe the causes and/or consequences of an important historical event offering more than one example of its results.	Describe with simple examples different types of causes seeing that events happen for different reasons not just human action.	Explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Link causes or explain that one cause might be linked to another making an event much more likely to happen.	Explain causes and consequences of quite complex events, even though they might still link some in a simple way.

Historical Significance

Develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise and describe special times or events for family and friends.	Recognise and talk about who was important e.g. in a simple historical account	Understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).	Identify significance reveals something about history or contemporary life.	Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.	Make judgements about historical significance against criteria. Recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).

Historical Interpretation

Build an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilisation and the aim or view of those that developed that construct

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify and talk about different accounts of real historical situations.	Identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source) of real historical situations.	Recognise differences between versions of the same event and give a simple explanation of why we might have more than one version.	Describe how different interpretations arise. Understand that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.	Understand that different accounts of the past emerge for various reasons – different people might give a different emphasis. Understand that some interpretations are more reliable than others.	Understand that all history is to some extent a construct (interpretation) and identify a range of reasons for this. Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance)

Historical Enquiry

The development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Talk about similarities and differences between two or more historical sources using simple historical terms. Talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.	Gather information from simple sources to ask and answer questions about the past. Explain events and actions rather than just retell the story.	Describe in simple terms how sources reveal important information about the past. Recognise that the absence of certain types of sources can make it more difficult to draw conclusions.	Describe and question the origins and purposes of sources using knowledge of periods and civilisations. Ask perceptive questions. Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.	Explain with examples why a source might be unreliable. Construct simple reasoned arguments about aspects of events, periods and civilisations studied.	Construct reasoned arguments about events, periods or civilisations studied. Question source reliability with reference to the period of civilisation and/or provenance of a sources, considering why different sources may give conflicting information and offering reasons for this.