

Old Park Primary School History Skills Progression

Highlighted statements show progression or new learning. Statements that are not highlighted show reviewed learning.



Chronology						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use simple words to talk about the passing of time - today, yesterday, a long time ago, week, day, minute, year, old and new.</p> <p>Remember and talk about significant events in their own lives and in the lives of family members.</p> <p>Sequence pictures to show time order.</p>	<p>Develop a simple awareness of the past, using common words and phrases relating to the passing of time such as: past, present, older, newer, oral History, same, different, compare, before, after, 20th Century, 21st Century, Grandparent, past, timeline, now, 1950s, 1060s, artefact, matching, Achievement, memorial, significant.</p> <p>Know where the people and events they study fit within a chronological framework.</p> <p>Place events and artefacts in order on a timeline.</p> <p>Sequence events in their own lives.</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time, beginning to use dates when talking about events - period, Stuart, evidence, sources, traditional, customs, commemorate, relevance, cause, importance, interpretation, consequence, impact, benefit, eye witness, significant, chronological order, oral, hero, villain, recent, twentieth century, fact, fiction, continuity, same, different, modern, museum, display, exhibit, curator.</p> <p>Use a wider vocabulary of everyday historical terms</p>	<p>Use common words and phrases relating to the passing of time - Stone age, pre History, prehistoric, Paleolithic, Mesolithic, Neolithic, archaeology, artefacts, reconstruction, evidence, settlement, community, significance, significant, inference, monument, social, agricultural, revolution, interpretations, period, heritage.</p> <p>Develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Develop the appropriate use of historical terms and note connections and contrasts over time.</p>	<p>Use age appropriate words and phrases relating to the passing of time - ancient, civilisation, achievements, archaeologists, excavation, hierarchy, society, time capsule, invade, invasion, conquer, empire, status, legacy, resistance, primary evidence, interpretation/s, positive, negative, significant, representation, values.</p> <p>Develop a chronologically secure knowledge and understand of British, local and world history</p> <p>Develop the appropriate use of historical terms and note connections and contrasts over time.</p>	<p>Use age appropriate words and phrases relating to the passing of time - Invasion, settle, settlement, function, proof, evidence, counter argument, preserved, interpretation, significant, push and pull factors, British Empire, migration, immigration, prejudice, discrimination.</p> <p>Develop a chronologically secure knowledge and understanding of British and local history.</p> <p>Develop the appropriate use of historical terms and note connections and contrasts over time.</p> <p>Know where events</p>	<p>Use age appropriate words and phrases relating to the passing of time - religious, social, economic, cultural, political, civilisation, evidence, reconstruction, archaeology, hierarchy, interpretation/s, significance, architecture, empire, monarchy, legacy, impact, sources, evidence, reliability, bias.</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Develop the appropriate use of historical terms and note connections and contrasts over time.</p>

		<p>Know where events they study fit within a chronological framework.</p> <p>Sequence artefacts closer together in time. Check accuracy using books/ICT.</p>	<p>Know where events they study fit within a chronological framework.</p>	<p>Know where events they study fit within a chronological framework, comparing to topics previously studied.</p>	<p>they study fit within a chronological framework, comparing to topics previously studied.</p>	<p>Know where events they study fit within a chronological framework, comparing to topics previously studied.</p>
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Significant Events, Significant People and Changes in the Past

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Listen to and recall simple stories and events.</p> <p>Listen to and recall simple Historical stories.</p>	<p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Understand the difference between fact and fiction.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Understand historical concepts such as continuity and change, similarity and difference.</p> <p>Understand the difference between fact and fiction.</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Retain and remember key facts and knowledge identified in the planning.</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Establish clear narratives over periods of study.</p> <p>Retain and remember key facts and knowledge identified in the planning.</p> <p>Make predictions of events from the past based on previous learning.</p>	<p>Develop a chronologically secure knowledge and understanding of British and local history.</p> <p>Establish clear narratives within and across the periods.</p> <p>Retain and remember key facts and knowledge identified in the planning.</p> <p>Justify predictions of events from the past based on previous learning.</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across periods they study.</p> <p>Retain and remember key facts and knowledge identified in the planning.</p> <p>Justify predictions of events from the past based on previous learning.</p>

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Sources of Information						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Handle and look at simple sources of information e.g. books, stories, photos, pictures to find out about the past, talking about what they can see.</p>	<p>Ask and answer questions, choosing parts of sources and stories to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Identify different ways in which the past is represented.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Identify different ways in which the past is represented.</p> <p>Use sources to show they know and understand the past.</p> <p>Begin to discuss reliability of sources.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Begin to compare sources of information.</p> <p>Begin to select which sources of information give us the most useful information.</p> <p>Use the library and Internet for own personal research.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Compare sources of information.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Begin to select which sources of information give us the most useful information.</p> <p>Use the library and Internet for own personal research.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Compare sources of information and talk about how reliable the sources are.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Select and use the most reliable sources of information, justifying own decisions.</p> <p>Use the library and Internet for own personal research with increasing confidence.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Compare sources of information and talk about how reliable and valid the sources are.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Select and use the most reliable sources of information, justifying own decisions.</p> <p>Confidently use the library and internet for research.</p> <p>Form opinions based on own interpretations of sources.</p>

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Causes and Consequences						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Discuss reasons why changes took place and why things happened.	Suggest reasons why changes took place and why things happened.	Address historical valid questions about change, similarity, trends, difference cause and significance. Note connections, contrasts and trends over time.	Address and devise historical valid questions about change, similarity, trends, difference cause and significance. Note connections, contrasts and trends over time. Discuss how events have influenced our lives today.	Address and devise historically valid questions about significance, cause and change. Note connections, contrasts and trends over time. Explain how particular events influenced other events in history.	Address and devise historically valid questions about change, cause, significance, similarity and difference. Note connections, contrasts and trends over time. Explain how attitudes and opinions have changed over time and suggest reasons for this.



Organising and Communicating Findings

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Communicate their ideas and findings through drawing, discussion, drama and role play.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Use common words and phrases relating to the passing of time such as: a long time ago, recently, when my parents were children, years, decades and centuries.</p> <p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT in simple ways.</p>	<p>Use a wider range of Historical vocabulary.</p> <p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT.</p> <p>Share opinions using knowledge gained.</p>	<p>Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Share opinions using knowledge gained.</p>	<p>Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Share opinions using knowledge gained.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Justify opinions using evidence to support their interpretations.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Predict future events based on knowledge of historical events.</p>

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Interpretation						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Identify and talk about simple similarities and differences between now and in the past.	<p>Observe and handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask and answer simple Historical questions, such as: What was it like for people? What happened? How long ago?</p>	<p>Ask and answer historically valid questions.</p> <p>Suggest reasons why changes took place.</p> <p>Compare two versions of a past event.</p>	Begin to address historically valid questions about similarity, difference, trends and significance.	Begin to address and devise historically valid questions about cause, change, similarity, difference and significance.	Address and devise historically valid questions about cause, change, similarity, difference and significance.	Consistently address and devise historically valid questions about cause, change, similarity, difference and significance.

