

# Skills Progression in History at Foundation Stage

<div style="border: 1px solid black; padding: 2px; display: inline-block;">Shaded = skills</div>	Expectations for Nursery			Expectations for Reception			ELG
History links	Able to say who they are and who they live with	Can talk about their immediate family	Can briefly talk about their wider family	Can talk about memories that are special to them Compare past and present	Can talk about memories that involve their immediate family	Can talk about similarities and differences between people in their family	<p><b>Talk about the lives of the people around them and their roles in society</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>

## Skills Progression in History at Key Stage One

	<b>Questioning</b>	<b>Enquiry, Interpretation and Using Sources</b>	<b>Chronology</b>	<b>Range and Depth of Historical Knowledge (Change and Continuity, cause and Consequence)</b>	<b>Organisation and Communication</b>
<b>Year 1 and 2</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer simple questions about what they have heard</li> <li>✓ Show curiosity by voluntarily asking questions about what they have heard or read</li> <li>✓ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use sources to answer simple questions about the past.</li> <li>✓ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>✓ Identify some of the basic ways the past can be represented.</li> <li>✓ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li> <li>✓ Use stories to encourage children to distinguish between fact and fiction</li> <li>✓ Compare adults talking about the past – how reliable are their memories?</li> <li>✓ Compare 2 versions of a past event</li> <li>✓ Compare pictures or photographs of people or events in the past</li> <li>✓ Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sequence events in their life</li> <li>✓ Sequence 3 or 4 artefacts from</li> <li>✓ distinctly different periods of time</li> <li>✓ Match objects to people of</li> <li>✓ different ages</li> <li>✓ Sequence artefacts closer together in time - check with reference book</li> <li>✓ Sequence photographs etc. from events in living memory.</li> <li>✓ Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>✓ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</li> <li>✓ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>✓ Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>✓ Discussion....</li> <li>✓ Drawing pictures...</li> <li>✓ Drama/role play..</li> <li>✓ Making models.....</li> <li>✓ Writing..</li> <li>✓ Using ICT...</li> <li>✓ Understand and use simple historical concepts such as now/then and same/different.</li> <li>✓ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>✓ Understand historical concepts and use them to make simple connections and draw contrasts.</li> <li>✓ Use a wide vocabulary of everyday historical terms for topics, talk and chronology</li> </ul>

## Skills Progression in History at Lower Key Stage Two

	Questioning	Enquiry, Interpretation and Using Sources	Chronology	Range and Depth of Historical Knowledge (Change and Continuity, cause and Consequence)	Organisation and Communication
<b>Year 3 and 4</b>	<ul style="list-style-type: none"> <li>✓ Start to frame questions and answers in historically valid ways (e.g. specifically looking at change, differences etc)</li> <li>✓ Ask and answer historically valid questions (e.g. about change, contrast, cause, effect or reliability)</li> <li>✓ Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and give reasons for different ways in which the past is represented</li> <li>✓ Distinguish between different sources – compare different versions of the same story</li> <li>✓ Begin to evaluate the usefulness of different sources</li> <li>✓ Use a range of sources to find out about a period</li> <li>✓ Observe small details – artefacts, pictures</li> <li>✓ Select and record information relevant to the study</li> <li>✓ Begin to use the library and internet for research</li> <li>✓ Use evidence to build up a picture of a past event</li> <li>✓ Choose relevant material to present a picture of one aspect of life in time past</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place the period studied on a timeline</li> <li>✓ Use dates and terms related to the study unit and passing of time</li> <li>✓ Sequence several events or artefacts</li> <li>✓ Use terms related to the period and begin to date events</li> <li>✓ Understand more complex terms eg BC/AD, BCE/CE.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Find out about every day lives of people in time studied</li> <li>✓ Compare with our life today</li> <li>✓ Identify reasons for and results of people's actions</li> <li>✓ Understand why people may have wanted to do something</li> <li>✓ Use evidence to reconstruct life in time studied</li> <li>✓ Identify key features and events of time studied</li> <li>✓ Look for links and effects in time Studied</li> <li>✓ Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>✓ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>✓ Use specialist terms like settlement, invasion and vocabulary linked to chronology.</li> <li>✓ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>

## Skills Progression in History at Upper Key Stage Two

	<b>Questioning</b>	<b>Enquiry, Interpretation and Using Sources</b>	<b>Chronology</b>	<b>Range and Depth of Historical Knowledge (Change and Continuity, cause and Consequence)</b>	<b>Organisation and Communication</b>
<b>Years 5 and 6</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions)</li> <li>✓ Regularly ask and answer perceptive questions in historically valid ways</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare accounts of events from different sources – fact or fiction</li> <li>✓ Offer some reasons for different versions of events</li> <li>✓ Link sources and work out how conclusions were arrived at</li> <li>✓ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>✓ Be aware that different evidence will lead to different conclusions</li> <li>✓ Confidently use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know and sequence key events of time studied</li> <li>✓ Use relevant terms and period Labels</li> <li>✓ Make comparisons between different times in the past</li> <li>✓ Place current study on time line in relation to other studies</li> <li>✓ Use relevant dates and terms</li> <li>✓ Sequence up to 10 events on a time line</li> </ul>	<ul style="list-style-type: none"> <li>✓ Study different aspects of different people</li> <li>✓ Examine causes and results of great events and the impact on People</li> <li>✓ Compare life in early and late 'times' studied</li> <li>✓ Compare an aspect of life with the same aspect in another period</li> <li>✓ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>✓ Compare beliefs and behaviour with another time studied</li> <li>✓ Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>✓ Know key dates, characters and events of time studied</li> </ul>	<ul style="list-style-type: none"> <li>✓ Produce structured work that makes connections, draws contrasts, analyses trends</li> <li>✓ Produce outcomes which explains and answers historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>✓ Produce detailed structured work to select and deploy information</li> <li>✓ Make appropriate use of historical terminology and contrasting evidence.</li> </ul>