



***'Learn with love, flourish with faith.'***

**Curriculum Subject Skills Progression Framework**

**Subject: History**

	<b>EYFS</b>	<b>Year 1 and Year 2:</b>	<b>Year 3 and Year 4:</b>	<b>Year 5 and Year 6:</b>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Use words and phrases: yesterday, today, tomorrow, last week, at the weekend, a long time ago</li> <li>• Know some similarities and differences between things in the past and</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences 2-3 people, events or objects in order</li> <li>• Uses words and phrases: old, new, young, days, months, recently, before, after, now, later</li> <li>• Uses the terms 'past' and 'present' when telling others about an event</li> <li>• Remembers parts of stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Places significant events from the past on a timeline</li> <li>• Understands timeline can be divided into BC and AD</li> <li>• Uses words and phrases: century, decade, BC, AD, after, before, during</li> <li>• Divides recent history into present, using the term '21<sup>st</sup> century', and the past using '19<sup>th</sup> century' and '20<sup>th</sup> century'</li> </ul>	<ul style="list-style-type: none"> <li>• Names dates of significant historical events studied and place them correctly on a timeline</li> <li>• Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period</li> <li>• Uses timelines to demonstrate changes and developments in culture, technology, religion and society</li> <li>• Describes main changes in a period in</li> </ul>

	<p>now, drawing on their experiences and what has been read in class</p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>			<p>history using words such as: social, religious, political, technological and cultural</p>
<p><b>Knowledge and understanding of past events, people and changes in the past</b></p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and their community</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>• Tells the difference between past and present in their own lives</li> <li>• Recounts main events from a significant event in history</li> <li>• Uses information to describe differences between then and now</li> <li>• Uses evidence to explain reasons why people in the past acted as they did, including the lives of significant people</li> </ul>	<ul style="list-style-type: none"> <li>• Finds out about everyday lives of people in time studied</li> <li>• Shows knowledge and understanding by describing features of past societies and periods</li> <li>• Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past</li> <li>• Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world</li> <li>• Gives some causes and consequences of the main events, situations and changes in the periods studied</li> <li>• Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities;</li> </ul>

			<p>importance to people, ways of life, beliefs and attitudes may have occurred during a time period</p> <ul style="list-style-type: none"> <li>• Describes how some of the past events/people affect life today</li> </ul>	<p>clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor</p> <ul style="list-style-type: none"> <li>• Identifies how any of above may have changed during a time period</li> <li>• Gives own reasons why changes may have occurred, backed up with evidence</li> <li>• Describes how some changes affect life today</li> <li>• Makes links between some features of past societies</li> </ul>
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well formed sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Understands why some people in the past did things</li> <li>• Describes a different point of view e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at 2 versions of the same event and identifies differences in the accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Looks at different versions of the same event and identifies</li> </ul>

	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Describe events in some detail</li> </ul>	<p>through writing a diary entry and drama</p>	<ul style="list-style-type: none"> <li>• Begins to develop empathy for people from the past e.g. through writing letters, writing diary entries and drama work</li> <li>• Gives reasons why there may be different accounts of history</li> </ul>	<p>differences in the accounts</p> <ul style="list-style-type: none"> <li>• Gives clear reasons why there may be different accounts of history</li> <li>• Empathises with people from the past and writes from different perspectives</li> <li>• Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them</li> </ul>	<ul style="list-style-type: none"> <li>• Finds answers to simple questions about the past from sources of information (books and pictures, eye-witness accounts, photos, artefacts, buildings / visits and the internet)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of sources, e.g. books, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information</li> </ul>	<ul style="list-style-type: none"> <li>• Asks a range of questions about the past</li> <li>• Realises that there is often not a single answer to historical questions</li> </ul>

		<ul style="list-style-type: none"> <li>Looks carefully at pictures or objects to find information about the past</li> <li>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</li> </ul>	<p>about the past and to answer questions</p> <ul style="list-style-type: none"> <li>Asks questions such as 'how did people ....?' 'What did people do for ....?' 'What was it like for a ..... during .....?'</li> <li>Understands the difference between primary and secondary sources of evidence</li> <li>Begins to form own opinions about historical events</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates the usefulness and accurateness of different sources of evidence</li> <li>Explains own opinions confidently about historical events from a range of sources</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and</li> </ul>	<ul style="list-style-type: none"> <li>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking, dance and drama)</li> <li>Describes objects, people and events</li> <li>Writes simple stories and recounts about the past</li> <li>Labels diagrams and writes about them to tell others about people,</li> </ul>	<ul style="list-style-type: none"> <li>Presents findings about past using, drama, speaking, writing, computing and drawing skills</li> <li>Uses dates and subject specific terms with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Presents structured and organised findings about the past using speaking, writing, computing, drama and drawing skills</li> <li>Uses dates and subject specific terms accurately</li> <li>Chooses most appropriate way to present information to an audience</li> </ul>

	<p>support from their teacher</p> <ul style="list-style-type: none"><li>• Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</li></ul>	<p>events and objects from the past</p>		
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