

Twiss Green Primary School

History Skills Progression

Concept Skills Progression - History- EYFS, Key Stage 1 and Key Stage 2						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological Understanding						
Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.	Know how to put 3 events / objects in the correct order they happened / were made Know how to use terms like before / after old/new correctly	Know how to put 5 events / objects in the correct order they happened / were made. Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more/less than 100 yrs ago	Know how to locate key events/periods studied on a timeline: Know the meaning of: AD, BC, century, millennium	Know how to locate and place the key events/periods studied on a timeline: Know the meaning of: decade, ancient, modern	Know how to order and place the key periods and events studied: Know the CE and BCE can be used instead of AD and BC	Know how to order and place the key periods and events studied: Know the relationship between date and century
Cause and Consequence						
Remembering events , losses in our past		Know about the cause of an	Know cause of event and consequence	Know cause of event and consequence:	Know cause of event and consequence & explain why. (from	Know cause of event and consequence & explain why. (from

(lost toys, old friends)		event studied this year.	(from KSI and this year.)	(from previous years and this year).	previous years and this year).	previous years and this year).
Significance of events/people/places						
Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Divali etc)	Know the name of a significant person and explain why they are significant.	Know the name of a significant person and explain why they are significant.	Know some important events, places and people:	Know some important events, places and people:	Know, make links & draw comparisons between some important events, places and people:	Know, make links & draw comparisons between some important events, places and people:
Similarity and Difference / Continuity and Change Aspects: Society: people living in organised groups; hierarchy; how food is produced to feed people; where people live- types of settlements & buildings Culture: art, architecture, religion, customs						
Name the members of their immediate and extended family	Know simple facts about aspects of daily life studied this year. Know some things which have changed / stayed the same.	Know simple facts about aspects of daily life studied this year. Compare with their own life. Know some things which have changed / stayed the same	Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants.	Know similarities and differences between daily lives of people in the past and today. Know of main changes/constants.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes/constants and compare with other periods studied.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity of people. Make links between periods of history studied. Know of main changes / constants and compare with other periods studied Describe change through the use of

						general, abstract terms such as gradual or rapid, important or unimportant etc..
Historical Enquiry						
Use photographs to talk about their family's past Know that photographs tell stories about our past	Use historical artefacts, photographs, museums etc to find out about the past.	Use historical sources of evidence, photographs and visits to museums etc to answer simple questions about life in the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past.	Use a range of sources of evidence: (archives, visits, internet, photographs, museum visits etc.) Ask and answer questions to find out about the past. Know what is a primary /secondary source and give examples.	Recognise some sources may be more reliable than others Use sources to answer a question independently.	Recognise some sources may be more reliable than others and reasons for bias. Use sources to formulate a question and investigate the answers independently.
Historical Interpretation						
Know that people can find out about the past.	Know what an eye-witness account is.	Look at different accounts of history.	Look at different accounts of history: know what is fact or opinion.	Look at different versions of the same event, identify differences and talk about reasons why.	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable	Know that some evidence is propaganda, misinformation or opinion Give reasons why Evaluate evidence to choose most reliable