

Elsenham C. of E. Primary School Progression of Skills – History				
	Chronological understanding	Events, People and Changes	Enquiry and Using Sources	Communication
Year 1	- Recognise the difference between past and present. - Order and sequence some familiar events. - Identify some similarities and differences between ways of life at different times (trying to compare to their own lives as well). - Use language and historical terms to describe the passing of time.	- Retell and describe events beyond their living memory, which are significant either nationally or globally. - Describe changes within their living memory (link to aspects of national life where possible, e.g. COVID19). - Identify, understand and try to describe the lives of significant individuals in the past who have contributed to national and international achievements (e.g. Christopher Columbus & Neil Armstrong).	- Make simple observations about different people, events, beliefs and communities (national/international). - Use sources to ask and answer questions about the past. - Identify some of the ways that the past (history) can be presented, e.g. timelines. - Understand some of the ways in which people have found out about the past. - Choose parts of a story, or source, or evidence to support what they know about the past (evidence).	- Describe special or significant events from the past. - Retell simple sequences of events or stories using historical lexis. - Use historical language in all writing and speaking.
Year 2	- Order and sequence events, closer in time, using a reference book or other resource aid. - Recognise the differences/similarities between their lives and those of people in the past. - Use common historical terms regularly, to describe the passing of time.	- Identify, understand and describe the lives of significant individuals in the past who have contributed to national and international achievements (e.g. Rose Parks & Emily Davison). - Compare aspects of life in different periods, commenting on their differences and similarities. - Begin to identify and name significant historical events, people and places in their own locality. - Begin to question/ understand why events happened (cause) and what happened as a result.	- Use a range of sources to ask and answer questions about the past. - Consider why things have changed over the years and factors contributing to change. - Recognise reasons why people/societies acted as they did. - Choose and use parts of stories and other sources to show they know and understand key features of events.	- Demonstrate understanding of simple historical concepts and events through role-play, drawing, writing, timelines etc. - Discuss and explain who or what was significant in historical accounts. - Use a range of historical terms, confidently, in writing and speaking.

Year 3	- Use some dates and historical terms when sequencing events and objects. - Demonstrate awareness that the past can be divided into different periods of time. - Explore trends and changes over time – using a timeline.	- Describe and give reasons for some historical changes. - Find out and compare everyday lives and how that contrasts to our lives today. - Describe key aspects of a non-European society such as the Mayan civilisation. - Compare aspects of life in different periods, commenting on their differences and similarities.	- Use sources to address historically valid questions. - Recognise that our knowledge of the past is constructed from different sources of evidence. - Recognise that different versions of past events may exist and suggest reasons why this may be. - Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.	- Discuss some historical events, issues, connections and changes. - Select and organise historical information to present it in a range of ways. - Use relevant historical terms and vocabulary linked to chronology. - Distinguish difference between sources, e.g., compare different versions of the same event.
Year 4	- Use dates and historical terms when ordering events and objects on a timeline. - Identify where people and events fit into a chronological framework. - Explore links and contrasts within and across different periods of time. - Understand and use more complex historical terms.	- Offer a reasonable explanation for some events (causes). - Compare life in the early and late stages of the 'times' studied. - Compare beliefs and behaviour with another time studied.	- Use sources to address historically valid questions and hypotheses. - Recognise how sources of evidence are used to make historical claims. - Recognise why some events happened and what happened as a result. - Identify historically significant people and events in different situations	- Discuss significant aspects of, and connections between, different historical events. - Select and organise relevant historical information to present in a range of ways. - Begin to evaluate the usefulness of different sources. - Use relevant and appropriate historical terms and vocabulary linked to chronology. - Start to ask questions about historical developments and changes.
Year 5	- Use dates and appropriate historical terms to sequence events and periods of time. - Identify where people, places and periods of time fit into a chronological framework. - Describe links and contrasts within and across different periods of time, including short-term and long-term time scales.	- Demonstrate knowledge of aspects of history significant in their locality. - Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. - Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Greece.	- Use a wider range of sources as a basis for research to answer questions and to test hypotheses. - Recognise how our knowledge of the past is constructed from a range of sources. - Evaluate Primary and Secondary sources and make simple inferences. - Understand the difference in validity between different types of sources.	- Discuss and debate historical issues. - Use appropriate vocabulary when discussing and describing historical events. - Ask questions about historical developments, causes, similarities and changes. - Construct responses to historical questions and hypotheses that involve selection and organisation

			- Choose relevant sources of evidence to support particular lines of enquiry.	- of relevant historical information including dates and terms. - Compare accounts of events from different sources – fact or fiction.
Year 6	- Use dates and a wide range of historical terms when sequencing events and periods of time. - Develop chronologically secure knowledge of the events and periods of time studied. - Analyse links and contrasts within and across different periods of time, including short-term and long-term time scales.	- Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066. - Study different aspects of different people, e.g. differences between men and women in a historical context (WW2 roles). - Examine causes and results of great events and the impact of these.	- Regularly address and sometimes devise historically valid questions and hypotheses. - Give some reasons for contrasting arguments and interpretations of the past. - Recognise that some events, people and changes are judged as more significant than others, and try to explain why this may be. - Bring knowledge gathered from several sources together into a coherent account. - Explain validity and reliability of different types of sources.	- Acknowledge contrasting evidence and opinions when discussing and debating historical issues. - Use appropriate and accurate vocabulary when discussing, describing and explaining historical events. - Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information, including appropriate dates and terms. - Choose the most appropriate way of communicating different historical findings.