

# History Skills Progression



EYFS - ELG statement: Talk about past and present events in their own lives and in the lives of family members.

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Enquiry</b> <ul style="list-style-type: none"> <li>• Change and Continuity</li> <li>• Cause</li> <li>• Similarity and Difference</li> <li>• Significance</li> </ul>	<p>Develop awareness of changes within their own living memory.</p> <p>Recount events from the past.</p>	<p>Compare their life to people of the past.</p> <p>Find similarities and differences between the events of the past.</p>	<p>Recognise the reasons why past events happened.</p> <p>Understand the reasons behind choices people made in the past.</p> <p>Find similarities and differences between periods of time and the modern day.</p>	<p>Understand how one event can impact on following events within a period of time.</p> <p>Identify and classify the social, cultural and religious aspects of a period of time.</p>	<p>Understand that events within periods of time can have an impact on decisions made later.</p> <p>Consider the legacy of social, cultural and religious aspects of a period of time.</p>	<p>Explain the significance of events and the impact they have had on the modern world.</p> <p>Clarify the similarities and differences between cultural, social and religious aspects of a period of time.</p>
<b>Sources</b>	<p>Use photographs and artefacts to learn about the past.</p>	<p>Use photographs, artefacts and simple texts to make comparisons from the past to present day.</p>	<p>Identify the difference between a primary and secondary source.</p> <p>Use sources to retrieve and infer findings about the past.</p>	<p>Begin to understand which sources are more reliable and why.</p> <p>Use sources to make reasoned inferences and explain their findings about the past.</p>	<p>Analyse the reliability of a range of sources.</p> <p>Select appropriate sources from a range of available information and justify their choices.</p>	<p>Explore different interpretations of the past through the impact of contrasting sources from the same time EG war propaganda.</p>
<b>Chronology</b>	<p>Use everyday language to</p>	<p>Place events in chronological</p>	<p>Understand that the past can be divided</p>	<p>Show understanding of chronology within</p>	<p>Show awareness of the impact of</p>	<p>Demonstrate a deep understanding of the</p>

	demonstrate understanding of changes between past and present.	order on a timeline.	into periods of time. Make appropriate use of key dates and terms.	periods of time studied such as early events and what led to the end of a time period.	chronology on events and decisions made by people in the past.	chronology of a series of events on a timeline and explain the impact of one event upon another.
<b>Making Connections</b>	Make connections about changes over time to their own life.	Link changes in living memory to changes in national life.	Describe characteristics of past periods and societies.	Describe characteristics of past periods and societies drawing on prior learning to reach conclusions.	Compare and contrast between past periods of time and societies.	Discern between past periods of time and societies analysing trends.
<b>Questioning (Asking and Answering)</b>	Ask questions about significant people and events.	Use questions to deepen their understanding about events of the past.	<i>Use relevant historical vocabulary to ask and answer questions.</i>  Research given questions to explore events/people of the past.	<i>Use relevant historical vocabulary to ask and answer questions.</i>  Pose questions to direct research about events/people of the past.	<i>Use relevant historical vocabulary to ask and answer questions.</i>  Use research to accurately select information and respond to a range of questions.	<i>Use relevant historical vocabulary to ask and answer questions.</i>  Pursue historically valid enquiries using questions devised as a stimulus.