History Skills Progression

Ivy Chimneys Primary

	EYFS	KS1	Lower KS2	Upper KS2
Chronology	• Recount changes that have occurred in their own lives. Sequence 3 events to make a simple timeline as a class.	Place events in order on a timeline. • Label timelines with words or phrases • Use dates where appropriate.	Place events, artefacts and historical figures on a timeline using dates. Create their own timelines showing relative scale for how long events lasted. • Use dates and historical vocabulary on their timelines. • Analyse timelines given to them	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately when describing events.

Historical Enquiry	• Observe or handle evidence to ask questions and find answers to questions about the past.	• Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and visits to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Use the term *source* and understand the difference between primary and secondary sources. • Explore different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Investigate causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past.

Communicate Historically	• Use words and phrases such as: • yesterday, today, tomorrow • before and after • last week • when I was (a baby/2/3/4) • Describe events that happened to themselves in the past.	• Use words and phrases such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries • Describe historical events. • Describe significant people from the past. • Give reasons why people in the past acted as they did.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to communicate information about the past effectively. • Use original ways to present information and ideas.