

# Progression of skills in History – Chronological Understanding

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>As an historian:</p> <p>Retell a simple past event in time order (e.g. got out of bed, went to the sink, put toothpaste on brush and cleaned my teeth) Speaking 30-50 mths</p> <p>Tell others about changes that have happened in my own life since I was born.</p> <p>Talk about past and present events in the lives of a family member (P &amp; C ELG 13:UTW People and Communities)</p>	<p>As an historian:</p> <p>Put up to three objects in chronological order (recent history) on a time line.</p> <p>Label a timeline with picture, words and phrases to show the passage of time e.g. first, next, last.</p> <p>Talk about how things have changed since my parents and grandparents were children.</p> <p>Sequence 3 or 4 artefacts from distinctively different periods of time</p> <p>Match objects to people of different ages</p>	<p>As an historian:</p> <p>Sequence artefacts closer together in time</p> <p>Sequence photographs from different periods in their life.</p> <p>Describe memories of key events in their lives.</p> <p>Use dates to talk about people or events from the past. (significant dates)</p> <p>Recognise that their own lives are similar and/or different from the lives of people in the past.</p>	<p>As an historian:</p> <p>Place the time studied on a timeline.</p> <p>Use some dates and historical terms relating to the unit studied e.g. Viking period 793 AD – 1066.</p> <p>Understand that the past can be divided into different periods.</p> <p>Begin exploring a changes over time – representing on a timeline e.g. methods of transport or housing.</p>	<p>As an historian:</p> <p>Place events from periods studied on a timeline.</p> <p>Identify where significant people and events fit into a chronological framework e.g. Julius Caesar 27 BC, Alfred the Great c.871.</p> <p>Use historical terms related to the period and begin to date events yourself.</p> <p>Understand more complex terms e.g. BC / AD.</p> <p>Begin to explain how things have changed over time.</p>	<p>As an historian:</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and period labels.</p> <p>Identify how people, places in the period of time studied fit into the chronology of the history studied so far at school.</p> <p>Make comparisons between different times in the past.</p> <p>Describe links and contrasts with other periods of time e.g. where change was rapid or slow.</p> <p>Makes connections between local, British and world history and where they fit in time.</p>	<p>As an historian:</p> <p>Place current study on a timeline in relation to other studies.</p> <p>Use relevant dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Can create a timeline which outlines development of a specific feature, such as medicine; weaponry, transport.</p> <p>Can describe the main changes in the period of history using terms such as: social, religious, political, technological, cultural.</p> <p>Understand the concept of change and continuity over time, quoting evidence from a timeline.</p> <p>Can make connections and contrasts between different time periods studied at school including local, British and world history.</p>
<b>Vocabulary</b>	<p>Today, tomorrow, yesterday, last week, at the weekend, this morning, last night</p>	<p>Before, after, a long time ago, new, old, first, next, last, last week</p> <p>Name months of year</p> <p>Last week.....</p>	<p>Use common words associated with the passage of time – hours, days, month, year, century, here, now, then, yesterday, last year, a long time ago</p> <p>Young, younger, youngest, old, older, oldest.</p> <p>Spelling months of year.</p> <p>A long time ago.....</p>	<p>Day, month, year, decade, century / centuries, dates, BC, AD, time period, change, ancient.</p> <p>X years ago</p> <p>Transport, housing</p>	<p>Dates, time period, era, change, chronology, ancient, trends, millennia, millennium, Bronze age, Dark ages.</p> <p>Towards the end of the Roman period.....</p>	<p>Dates, time period, era, change, chronology, eras, dynasty, reign memorable event, continuity, change, rapid, slow.</p> <p>During the reign of....</p>	<p>Dates, time period, era, change, chronology, eras, dynasty, reign memorable event, continuity, change Epochs, legacy.</p> <p>Throughout the Benin period..... In 1939... Pre-1066</p> <p>Describe change as: social, religious, political, technological, cultural</p>
<b>2Learning opportunities</b>							

## Progression of skills in History – Events, People, Change and Significance

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Events, People and Change</b>	Recognise and describe special times or events for family and friends.	Retell some events from beyond their living memory which are significant nationally and globally.  Talk about who was important.	Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.  Develop an awareness of significant historical events, people and places in our local area.  Understand why events happened and what happened as a result.  Talk about who was important e.g. in a simple historical account.	Describe and give reasons for some historical changes.  Find out and compare everyday lives and how that contrasts to our lives today  Demonstrate knowledge of aspects of history significant in our local area.	Describe and compare some of the characteristics, features and achievements of earliest civilisations including where and when they appeared.  Demonstrate more in depth knowledge of one specific civilisation e.g. Ancient Egypt.  Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066.  Offer a reasonable explanation for some events.  Identify significant people and events.	Describe key aspects of a non-European society such as the early African civilisation.  Study different aspects of different people – e.g. differences between men and women in a historical context.  Examine causes and results of great events and the impact of these.  Compare life in the early and late stages of 'times' studied.  Consider the significance of events, people and developments in their context and in the present.	Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions.  Know key dates, people and times.  Explain the significance of events, people and developments in their context and in the present.
<b>Vocabulary</b>	King / Queen, long ago	King / Queen, long ago, in the past	Past, present, local, explorer, important, significant, impact	Iron Age, Bronze Age, Stone Age, emperor, empire, hunter-gatherer, invasion, world	Conquest, nomad, prehistory, settler, explorer, Ancient civilisation, archaeology.	Agriculture, aristocracy, church Christianity, court, colony, discovery, execution, global, invention, monarch, monarchy, monastery, parliament, peasant, pope, slave, gender,	, causation, democracy, diversity, emigrant, heresy, migration, missionary, immigrant, international, nation, rebellion, republic, revolt, sacrifice, significance, torture, traitor, treason
<b>Cultural Capital</b>				Visiting Milton Keynes museum	Visiting Bancroft Roman Villa	Visiting the Enigma machine at Bletchley Park (local)	Historical fiction - Charles Dickens texts
<b>Learning opportunities</b>		cause and effect-burning houses on the playground to show why GfOL spread.		<a href="https://miltonkeynesmuseum.org.uk/">https://miltonkeynesmuseum.org.uk/</a>	<a href="https://www.theparkstrust.co.uk/our-work/heritage-in-our-parks/bancroft-roman-villa/">https://www.theparkstrust.co.uk/our-work/heritage-in-our-parks/bancroft-roman-villa/</a>		<a href="https://bletchleypark.org.uk/event/early-days/">https://bletchleypark.org.uk/event/early-days/</a>

# Progression of skills in History – Interpretation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Interpretation</b>	<p>Know that different people enjoy different things.</p> <p>Listen to a range of stories.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Listen to adult memories, how reliable are they?</p> <p>Make simple observations about different people, events, beliefs and communities.</p> <p>Use sources like photographs to answer and ask simple questions about the past.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p>	<p>Listen to and compare 2 versions of a past event e.g. adult memories about the same event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of accounts and stories.</p> <p>Ask and answer questions about the past through observing and handing a range of sources – asking why/what/who/how/where questions to find answers.</p> <p>Consider why things might have changed over time.</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Distinguish between different sources e.g. oral and written.</p> <p>Compare different versions of the same event.</p> <p>Look at representations of the period being studied.</p>	<p>Look at the evidence available to answer a historical question e.g. Why did the Anglo-Saxon's invade?</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and other historical accounts.</p>	<p>Compare different accounts of events from different sources (fact or fiction)</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were made (looking at different evidence.)</p> <p>Form an answer to a historical question e.g. Why do Elizabeth I portraits mysteriously start showing her looking younger towards the end of her reign?</p>
<b>Vocabulary</b>		Fact, fiction, source	Reliable, compare, source, memories	Unreliable, artefact	primary evidence, secondary evidence		
<b>Cultural Capital</b>							
<b>Learning opportunities</b>							

# Progression of skills in History – Historical Enquiry

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Enquiry and using sources</b>	<p>Children talk about events that have happened or may happen in the future.</p> <p>Use talk to sequence events and ask / answer questions.</p>	<p>Find answers to simple questions about the past.</p> <p>Use artefacts, films and photographs.</p>	<p>Use a source</p> <p>Observe or handle sources to answer questions about the past on the basis of simple observation.</p>	<p>Use a range of sources to find out about a period of history.</p> <p>Observe small details in artefacts and pictures – ask what they tell us about the past.</p> <p>Select and record information relevant to the period being studied.</p> <p>Begin to use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions about a source.</p> <p>Use the library and internet to research further sources to support understand of the period being studied.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research into the period of history being studied with increasing confidence.</p>	<p>Identify primary and secondary sources.</p> <p>Use a range of sources to find out independently about an aspect of time past (linked to current historical study.)</p> <p>Bring knowledge gathered from several sources together in a fluent account and oral presentation.</p>
<b>Vocabulary</b>		Fact, fiction, source	Reliable, compare, source, memories, museum	Unreliable, myths and legends	primary evidence, secondary evidence, oral history, written history		interpretation
<b>Cultural Capital</b>			Investigating our own family tree			Study an international important event – The Olympics	Enigma machine
<b>Learning opportunities</b>						<a href="https://www.history.com/topics/sports/olympic-games">https://www.history.com/topics/sports/olympic-games</a>	