



Wetheringsett C of E Primary School  
EYFS Progression of Skills and Knowledge  
Subject area: History

Age 3 to 4

- Begin to make sense of their own life story and families' history.
- Talk about member of their immediate family and community.

Reception

- Comment on images of familiar situation in the past.
- Compare and contrast characters from stories, including figures from the past

ELG

Understanding the World- Past and Present.

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



## Wetheringsett C of E Primary School

### Progression of Skills and Knowledge

#### Subject area: History

Skills and Knowledge	Year 1	Year 2	Year 3/4	Year 5/6
Chronological understanding	<p>Sequence some events or 2 related objects in order.</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past.</p> <p>Recount changes in own life over time</p>	<p>Puts three people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p> <p>Uses timelines to place events in order. Uses words and phrases: century.</p>	<p>Describes events using words and phrases such as: century, decade, BC, AD.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Identifies changes within historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Names and dates of any significant event studied from past and place it correctly on a timeline.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Victorians and Today.</p> <p>Describes main changes in a period in history using words such as: social, political, technological and cultural.</p>



	Year 1	Year 2 & Year 3	Year 4/5	Year 6
Knowledge and understanding of past events, people and changes in the past	<p>Use pictures and artefacts to talk about the past.</p> <p>Use pictures and artefacts to help identify and describe the differences between then and now.</p> <p>Talk about a main event from history.</p> <p>Tell the difference between past and present in own and other people's lives</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant time in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>Uses evidence to describe past: Houses, culture and leisure activities, clothes, way of life, actions of people, buildings and their uses, people's beliefs and attitudes, things of importance to people and the differences between lives of rich and poor.</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline</p>	<p>Shows knowledge and understanding by describing and comparing features of past historical periods.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Identifies some social, cultural and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p>	<p>Chooses reliable sources of evidence</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes how some changes effect life today.</p> <p>Compare and makes links between some features of past societies, people, events and objects studied.</p>

	Year 1	Year 2	Year 3/4	Year 5/6
Historical interpretation	<p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</p>	<p>Uses books and pictures, eye-witness accounts, photos, artefacts, buildings, visits and the internet to find out about historical events, people and periods of time.</p> <p>Looks at two versions of same event and identifies differences in the accounts.</p> <p>To begin to talk about why there might be different versions of the same event.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

	Year 1	Year 2	Year 3/4	Year 5/6
Historical enquiry	Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?' 'how did people ....? What did people do for ....?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Asks a range of questions about the past such as 'what was it like for a ..... during .....?'</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>

	Year 1	Year 2	Year 3/4	Year 5/6
Organisation and communication	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p>Uses subject specific words.</p>	<p>Writes about the past e.g. recounts.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p> <p>Presents findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Uses subject specific words.</p> <p>Chooses the best ways of presenting information.</p>	<p>Presents structured and organised findings about the past.</p> <p>Uses dates and terms correctly.</p> <p>Discusses and chooses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words.</p>	<p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Uses subject specific words.</p> <p>Makes accurate use of specific dates and terms.</p>