

History Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological awareness	Identifying that things have happened in the past, relating to themselves and within living memory. Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents. Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Sequence some events or 2 related objects in order of time. Use words and phrases: old, new, now, then, yesterday. Remember parts of stories and memories about the past.	Recount changes in own life over time. Put 3 people, events or objects in order using a given scale. Use words and phrases: related to topic vocabulary to do with time.	Use timelines to place events in order. Understand timelines can be divided in BC and AD. Use words and phrases: century, decade.	Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.	Sequence historical periods. Identify changes within and across historical periods. Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance etc	Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point. Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war
Knowledge and understanding of events and people in the past	Identifying that things from the past might be different from today – technology, cars, houses etc. Understanding that some events and people from history are important because they have achieved something or had an effect.	Tell the difference between past and present in their own lives and other people's lives. Listen to eye-witness accounts from grandparents. Begin to suggest why something might be different.	Use a range of sources to describe differences between then and now. Recount main events from a significant time in history. Use evidence to explain reasons why people acted in the past as they did.	Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between periods.	Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today.	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Give short term cause and consequence of the main events, situations and changes in the period studied. Identify changes and links within and across the time periods studied.	Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.
Historical contexts	Starting to ask simple questions about people or events from within living memory. Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.	Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Discover about the past through role play/drama.	Look carefully at pictures, eye witness accounts or objects to find information about the past. Ask questions about the source material. Say how features of the period influence how events are treated.	Use a range of source material including visits to collate information about the past. Identify the difference between fact and opinion. Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.	Understand the difference between primary and secondary sources. Give reasons why there may be different accounts of history looking at propaganda. Ask questions of the source material and suggest sources of evidence from a selection	Question reliability of source material and can give reasons why something is or is not reliable. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can	Evaluate the usefulness and accuracy of different sources understanding the affect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source

	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.				provided to help answer questions.	represent events or ideas in ways that persuade others - bias and propaganda.	material, using primary and secondary , for a particular task.
Organise, evaluate and communicate information	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.	Write simple stories and recounts about the past. Draw labelled diagrams and write about the to tell others about people, objects and events from the past.	Present findings about past using speaking, writing, ICT and drawing skills. Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.	Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, invader accurately.	Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly.	Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terms.

History Vocabulary Progression

	EYFS	KS1	LKS2	UKS2
Chronological awareness	Now, next, old, new, ago, past, today, yesterday, tomorrow, the past, the future day, week, month, long ago, recent, calendar	Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, important, living memory, grandparent, parent, memories, detective, opinion, artefact, old, new. Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, Same, different, similar.	BCE, BC, CE, AD, millennium, thousands of years, over the years, over many years, connection, contrast, trend, duration, lasting. Two thousand years, many hundreds of years, legacy, key events.	Sequence, continuity, changes, world.
Knowledge and understanding of events and people in the past	Parent, grandparent, memory, lifetime, calendar, remember	Catholic, gunpowder, Guy Fawkes, King James I, London, plot, Protestant. Mary Seacole and Florence Nightingale, infections, nursing, doctors. John Cabot, The Matthew, SS Great Britain, Isambard Kingdom Brunel, voyages, discovery. Tudor, Victorian, modern day, significant, monarchy, queen, king, prince and princess, Armada, kingdom, battles, plots, war, court, mills/factories, railways, inventions, industrial revolution.	Stone age, Bronze age, Iron age, Skara Brae, hunter-gatherer, religion, Stonehenge, Avebury, hillforts, settlement Ancient Egyptians, civilisation, pyramid, sphinx, Nile, flood, gods, fertile, agriculture, tomb, archaeologist, papyrus, scribe, hieroglyphics, Howard Carter, Tutankhamen Roman, conquer, invasion, Caesar, Emperor, revolt, mosaic, hypocaust, gladiator, chariot, Roman baths, Roman roads, aqueduct, viaduct, amphitheatre, amphora, toga, villa, centurion, legion, Hadrian's wall, forum, fortifications, legacy,	Societies, changes/continuity Raid, settlers, resistance, invaders, long ships, Danegeld, Christianity, Lindesfarne, monasteries, monks, illuminated writing, democracy, vote. 20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, Windrush generation, emigrate, immigrant, immigration. Vocabulary related to subjects studied in 20th century Bristol.
Historical contexts		Crimea, Scutari, infections, nurses, nursing, doctors, voyages, discovery, significant, war, industrial revolution, inventions.	Civilisations, conquer, invasion, archaeologist, legacy	Civilisations, resistance, invaders, propaganda, morale, generation, allies, significant.
Organise, evaluate and communicate information		Detective, picture, painting, letter, diary, artefact, object, memories. Evidence, investigate, research, historians, experts, letters, newspapers, websites, text books.	First hand evidence, second hand evidence, document, hieroglyphics, recorded. Primary source, secondary source, reliable.	Summarise, viewpoint, persuade, significant, interpretations. . This sources suggest that..., significant. This sources doesn't suggest that..., eye witness, biased, motive, significant, different experiences.