

History Skills Progression Document

Skill:	Investigate and Interpret the Past	Build an overview of World History	Understand chronology	Communicate Historically
Year Group				
EYFS			Understand the meaning of 'Yesterday, Today and Tomorrow.'	
1	Observe and handle evidence Identify some of the different ways the past has been represented	Begin to describe historical events Describe significant people from the past	Recount changes in their own lives; use the words 'Past, Present and Future.' (Biography)	Use words and phrases such as: • A long time ago • When my parents were little • Years • Centuries
2	Ask questions such as "what happened?" "How long ago was it?" Use a range of sources to find out about the past	Describe historical events and significant people from the past Recognise that there are reasons why people in the	Place events and artefacts in order; use dates.	Show an understanding of the concept of British history Show an understanding of the concepts: • Civilisation • Monarchy • Parliament

	(stories, pictures, artefacts)	past acted as they did		• Democracy • War & Peace
3	Use evidence to ask and answer questions Suggest suitable sources of evidence Describe different accounts of historical events	Describe changes that have happened in and around Chirton Begin to have a broad overview of life in Britain from ancient to medieval times Begin to describe the characteristic features of the past	Place events, artefacts and historical figures on a timeline; use dates and terms to describe events.	Begin to use historical vocabulary including: • Dates • Time periods • Era • Chronology Begin to effectively use cross curricular skills to communicate information
4	Use more than one source of evidence Explain some reasons why accounts of the past may differ Suggest causes and consequences of some main events in history	Describe changes that have happened in and around Chirton Have a broad overview of life in Britain from ancient to medieval times Begin to describe the social, ethnic	Understand the concept of change over time, representing this on a timeline (Prospective of time)	Use historical vocabulary including: • Dates • Time periods • Era • Chronology Begin to effectively use cross curricular skills to communicate information

		and religious diversity of the past Begin to compare some of the times studied with other areas of the world		
5	Use sources of evidence to deduce information about the past Select suitable sources of evidence giving reasons for choices Understand that no single source of evidence gives all the information	Identify change in and around Chirton Begin to describe the characteristic features of the past	Use dates and terms accurately when describing events (within narratives) Describe the main changes in a period of history.	Begin to use more complex historical vocabulary to describe: • Dates • Eras • Chronology • Continuity • Centuries/decades • Legacy • Monarchy Effectively use a range of cross curricular skills to present information Begin to be original in the way information is presented
6	Use sources of information to form	Describe the social, ethnic and	Understand the concept of continuity and	Use more complex historical vocabulary to describe:

	hypotheses about the past Analyse a wide range of evidence Show an awareness of the concept of propaganda	religious diversity of the past Compare some of the times studied with other areas of the world A broad overview of life in Britain from medieval to Tudor times	change over time. Identify periods of rapid change in contrast to times of little change.	• Dates • Eras • Chronology • Continuity • Centuries/decades • Legacy • Monarchy Effectively use a range of cross curricular skills to present information and communicate ideas Be original in the way information is presented
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