




Lacock C of E Primary School

History Skills Progression



	EYFS	KS1	Lower KS2	Upper KS2
Chronological understanding 	To know my own life story and how I have changed – baby/toddler/pre school and now.	Recount changes in own life over time	Sequence events, people or artefacts on a timeline within period	Use timelines to demonstrate changes and developments in culture, technology, religion and society around the world
		Identify similarities and differences between different ways of life beyond living memory	Place events from period studied on a time line use terms related to the period and begin to date events	Compare current studies to other time periods studied.
		Sequence events or artefacts closer together in time	Place current study on time line in relation to other studies	Use words such as social, religious, political, technological, cultural, bias, reliability, legacy
		Use phrases such as recently, before, after, now, later, x years ago, a long time ago, timeline.	Use words and phrases such as Century, decade, BCE/ACE, after, before, during	Use words and phrases such as century, decade, BCE/ACE, after, before, during, Victorians, Tudors, era, period
Range and depth of historical knowledge 	To sequence familiar stories	Tell the difference between past and present in own and other people's lives from stories about the past.	Use information and stories to describe differences between then and now.	Study different aspects for different people - differences between men and women or adults and children.
		Recount main events from a significant time in history and demonstrate knowledge of significant individuals in the past.	Use evidence to explain reasons why people in past acted as they did.	Examine causes and results of great events and the impact on people
			Use evidence to reconstruct life in time studied	Compare an aspect of life with the same aspect in another period
				Describe how some changes affect life today
Interpretations of history. 	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Use stories to encourage children to distinguish between fact and fiction	Identify different ways to represent the past (pictures, plays, films, written accounts, museums and stories)	Distinguish between different sources and evaluate their usefulness
		Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Discuss reliability of photos/ accounts/stories	Look at the evidence available and give reasons why there might be different accounts of history, including to persuade.
		Compare pictures or photographs of people or events in the past	Look at different versions of the same event and identify differences	Consider ways of checking the accuracy of interpretations – fact or opinion
			Identify and give reasons for different ways in which the past is represented	Be aware that different evidence will lead to different conclusions
Historical enquiry 	To ask questions to find out more and to check they understand what has been said to them.	Answer 'how' and 'why' questions ... in response to stories or events	Suggest sources of evidence to use to help answer questions	Begin to identify primary and secondary sources
		Explain own knowledge and understanding, and asks appropriate questions	Ask and answer questions related to different sources and objects	Choose the most reliable sources of evidence from a selection provided, to answer questions
		Know that information can be retrieved from books and computers	Observe small details – artefacts, pictures Select and record information relevant to the study	Understand that there is often not a single answer to historical questions
		Begin to use the library to conduct research.	Use the library and internet for research	Form own opinions about historical events and bring knowledge gathered from several sources together in a fluent account

Organisation and communication 	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Show knowledge and understanding about the past in different ways eg. role play, drawing, talking, writing (reports, labelling, simple recount)</p>	<p>Discuss different ways of presenting information for different purposes/ audiences</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
		<p>Write simple stories and recounts about the past.</p>	<p>Use dates and terms with increasing accuracy</p>	<p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p>
			<p>Discuss most appropriate way to present information, realising that it is for an audience.</p>	<p>Use extended writing</p>
			<p>Use subject specific words</p>	