



Astley C.E. Primary School
History Curriculum: Progression of Skills

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	Sequence events of objects in chronological order	Sequence artefacts closer together in time Sequence events Sequence photos etc from different periods in their life Describe memories of key events in their lives	Place the time studied on a timeline Sequence events or artefacts Use dates related to the passing of time	Place events from period studied on a timeline Use terms related to period and begin to date events Understand concepts such as BC and AD	Place current study on timeline in relation to other studies Know and sequence key events of time studied Use relevant terms and period labels	Use relevant dates and terms Sequence up to ten events on a timeline Relate current studies to previous studies
Range and Depth of Historical Knowledge	Begin to discuss similarities and differences between themselves and others, among families, communities and traditions	Begin to describe similarities and differences in artefacts Use a range of sources to find out characteristic features of the past	Find out about people and events in other times Collections of artefacts – confidently describe similarities and differences Develop empathy and understanding e.g. through hotseating characters	Find out about everyday lives of people in the time studied Compare with our life today Identify reasons for and results of people’s actions Understand why people may have had to do something	Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	Study different aspects if life of different people – differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late times studied Compare an aspect of life with the same aspect of another period	Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings Compare beliefs and behaviour with another period studied Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation Know key dates, characters and events of time studied Compare and contrast ancient civilisations



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Interpretations of History	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past</p> <p>Participate in discussions about a period in time</p>	<p>Begin to identify different ways to represent the past e.g. photos, stories and adults talking about the past</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Able to identify different ways of representing the past</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use of text books and historical knowledge</p>	<p>Compare 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 arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact, fiction or opinion</p> <p>Be aware that different evidence with lead to different conclusions</p>
Historical Enquiry	<p>Look at objects from the past and ask questions i.e., “What were they used for?” and try to answer</p>	<p>Sort artefacts – then and now</p> <p>Ask and answer questions related to different sources and objects</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Use of timelines</p> <p>Discuss the effectiveness of sources</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details in artefacts, pictures etc</p> <p>Select and record information relevant to study</p> <p>Ask and answer questions</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>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in the time studied</p> <p>Select relevant sections of information</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out more</p> <p>Bring knowledge gathering from several sources together in a fluid account</p>



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Famous People throughout history	Cycle A: Christopher Columbus Misty Copeland Cycle B: Queen Victoria (link to Victorian toys)	Cycle A: Florence Nightingale Mary Secole Elizabeth II Samuel Pepys Joy and George Adamson Cycle B: Tim Berners-Lee William Caxton Neil Armstrong Ernest Shackleton Ingrid Christenson	Cycle A: Jane Goodall Frida Kahlo Hernan Cortez Francis Drake Ferdinand Magellan Sir Walter Raleigh Amerigo Vespucci Zoe Saldana Cycle B: Julius Caesar Boudicca Cleopatra Mother Theresa Nicola Adams/Usain Bolt/Mo Farah	Cycle A: Malorie Blackman and Sharna Jackson Thomas Telford Isambard Kingdom Brunei Martin Luther-King Bayard Rustin Rosa Parks Cycle B: Emmeline Pankhurst Winston Churchill Malala Yousafzai Neville Chamberlain William Shakespeare Adolf Hitler Anne Frank Marie Curie Alan Turing

Progression in vocabulary

Ash Class		Willow		Elm		Oak	
EYFS specific	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
old new first last	yesterday today different	tomorrow same change	past present future important event era artefacts time order	chronological significant power development compare contrast influence BC and AD ancient civilisation	innovation legacy conquer consequence invasion monarchy social structure	rise and fall exploration hierarchy bias prejudice oppression empire rebellion retreat continuity	ideologies (political, religious and cultural) cultural context birthright advocate democracy interpretation commemorate

Our progressive vocabulary ladder identifies key vocabulary to be taught from EYFS to Year 6. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these.