



Beeston Primary School

History Skills Progression



Understand timelines

(Chronology, ordering events, understanding 'past and present')

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about past and present events in their own lives and family members. Order simple objects which relate to their own lives chronologically.	Understand the difference between things that happened in the past and the present. Label timelines with words such as 'past', 'present', 'older' and 'newer'. Describe things that happened to themselves and other people in the past. Place known events and objects in chronological order (timeline).	Show an awareness of the past and use the words 'past' and 'present' when telling others about an event, using dates where appropriate. Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline). Identify similarities and differences between ways of life in different periods.	Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era), with support. Describe dates of and order significant events from the period/ studied (timeline). Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in their life using historical/ vocabulary.	Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era). Place some historical periods in a chronological framework (timeline). Describe the main changes in a period in history.	Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era). Describe the main changes in a period in history. Use dates accurately in describing events and people. Use appropriate historical vocabulary to communicate change and continuity.	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Describe the main changes in a period in history. Use dates accurately in describing events and people.



Studying evidence

(Gain knowledge, make comparisons, spotting similarities and differences between the past)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spot similarities and differences between communities and traditions past present.	Recall some facts about people/events before living memory. Look at sources and ask 'What was it like for people? What happened? What was this used for? How long ago did it happen?' Identify some similarities and differences between ways of life in different periods. Compare using pictures from past and present.	Use information to describe the past. Describe the differences between then and now. Begin to explain why monarchs built castles and what the consequences of their actions were. Recount the main events from a significant event in history. Begin to talk about key events of significant kings and queens.	Describe the social, ethnic, cultural and religious diversity of the past. Explain how we find prehistoric evidence. Suggest suitable sources of evidence to find out about significant people or events.	Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe similarities and differences between the new and old kingdoms of Ancient Egypt. Describe how some of the things I have studied from the past affect/influence life today.	Choose reliable sources of information to find out about the past, with support. Give some reasons (with evidence) for some important historical events. Describe similarities and differences between some people, events and artefacts studied. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. Identify periods of rapid change in history.	Choose reliable sources of information to find out about the past. Use evidence to support arguments. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Describe some of the causes and consequences of historical events. Show developing appropriate use of historical terms. Identify periods of rapid change in history and contrast them with times of relatively little change. Use appropriate historical vocabulary to compare and contrast key people, events and artefacts in history.



Sifting arguments

(Sort different opinions explanations and choose the best one based on evidence)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to others talking about the same event and understand that people may remember things differently.	Begin to identify and recount some details from the past using sources e.g. children use photographs and artefacts from Florence Nightingale's life to gain better understanding of the past.	Identify and recount some details from the past from sources. Confidently relates their own account of an event and understand that others may give a different version. Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to learn about the past and different viewpoints of the past. Use diary entries to compare similarities and differences of recounts.	Suggest causes and consequences of some of the main events and changes of a civilisation and use evidence to support my answers. Looks at two versions of same event and identifies differences in the accounts, with support. (Eg: Ancient Greek battle reported from different perspectives or opinions about a particular local hero and their achievements)	Looks at two versions of same event and identifies differences in the accounts. Describe different accounts of a historical event explaining some of the reasons why an account may differ. Begin to discuss the reliability of sources.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history considering motives behind written sources. Knows that people (now and in past) can represent events or ideas in ways that persuade others. Appreciate that some evidence from the past is propaganda, opinion or misinformation. Discuss whether the evidence is reliable and explain why.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways and can recognise propaganda and misinformation. Know that people in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Identify and explain their understanding of propaganda.



Making judgements

(Children form their own judgements about the past and present them in a variety of ways)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share simple ideas and feelings about things from the past (e.g. "I like the old toys" or "The castle looks interesting"). Draw, talk, or make things to show what life was like in the past.	Tell stories about the past, including role-play. Talk, draw or write about aspects of the past. Verbally express an opinion or judgement on an aspect of the past.	Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. Speak about how he/she has found out about the past e.g. through role-play. Record what they have learned by drawing and writing.	Communicate their learning and judgements in an organised and structured way, with support, using appropriate terminology, using different genres of writing, drawing, using diagrams and storytelling.	Communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, using diagrams and storytelling.	Provide an account of a historical event. Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, storytelling and using ICT.	Provide an account of a historical event based on more than one source. Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, storytelling and using ICT. Form own opinion about historical events from a range of sources.



Asking Questions

(Who? What? Where? How?)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask and answer questions about members of their immediate family and community.	Ask and answer questions about the past after observing or handling evidence or artefacts in a group discussion.	Confidently ask a range of questions about evidence. Research the life of significant individuals from the past by creating questions to help them conduct research.	Use a range of sources to make observations. Select and record information relevant to an enquiry. Ask and answer questions about a historical time period.	Use research questions to find out about the past, using topic specific vocabulary. Use sources of information to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. Ask a variety of questions about different time periods.	Use research questions to find out about the past, using topic specific vocabulary. Begin to identify primary and secondary sources and ask questions of their reliability. Ask, answer and evaluate a variety of questions. With support, refine lines of enquiry as appropriate.	Use research questions to find out about the past. Recognise primary and secondary sources. Evaluate the usefulness and accuracy of different sources and evidence by questioning motives. Ask questions of historical sources and delve deeper into the author's motives and reliability. Explain that no single source of evidence gives the full answer to questions about the past.