



Progression of Skills and Knowledge History

Based on Chris Quigley Milestones

Driver Words: Describe , Compare , Communicate , Investigate and interpret , Chronology

Historical Knowledge and Understanding								
EYFS	Y1	Y2	End of KS1 expectations	Y3	Y4	Y5	Y6	End of KS2 expectations
Understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Begin to describe similarities and differences.</p> <p>Question why people did things in the past.</p> <p>Suggest a reason why people in the past may have acted that way.</p> <p>Recognise the vocabulary of some basic substantive concepts (eg war, society)</p> <p>Use a range of sources to find out about characteristic features of the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Start to show some basic understanding of substantive concepts (such as monarchy, parliament, war, society)</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Begin to describe some of the characteristic features of the past, (eg ideas, beliefs, attitudes and experiences).</p> <p>Find out about everyday lives of people in the time.</p> <p>Make comparisons with our lives today.</p> <p>Study change through the lives of some key individuals</p>	<p>Describe changes that have happened in the locality of the school.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe a key features of the period studied, (ideas, beliefs, attitudes and experiences of men, women and children)</p> <p>Identify key events in the period studied.</p>	<p>Give a broad overview of life in Britain from ancient times through to the Tudor and Stuarts times.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Make comparisons of one aspect of life with the same aspect in another period</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>

Investigate and Interpret the past								
EYFS	Y1	Y2	End of KS1 expectations	Y3	Y4	Y5	Y6	End of KS2 expectations
<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Sort artefacts into 'then' and 'now'</p>	<p>Observe or handle evidence to ask questions.</p> <p>Begin to ask questions about the past.</p> <p>Use different artefacts and sources to find out about the past.</p> <p>Know that we can find out from the past from different sources.</p> <p>Begin to identify different ways to represent the past (eg photos, stories, adults talking about the past)</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and realise that accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p> <p>Distinguish between different sources and say how useful each is.</p>	<p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Make comparisons between different times in history</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Know that people in the past may represent events or ideas to persuade others.</p> <p>Develop understanding of how historians and others investigate the past.</p> <p>Begin to identify primary and secondary sources.</p>	<p>Select suitable sources of evidence, giving reasons for choices. Recognise primary and secondary sources.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Consider ways to check the accuracy of interpretations. Refine lines of enquiry as appropriate.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>

Understanding Chronology								
EYFS	Y1	Y2	End of KS1 expectations	Y3	Y4	Y5	Y6	End of KS2 expectations
<p>Talk about a key event in their life.</p> <p>Begin to make sense of their own life-story and family's history</p>	<p>Sequence events/artefacts/photos in chronological order.</p> <p>Label time lines with words or phrases such as: past, present, older and newer</p>	<p>Place events and artefacts in order on a time line.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p> <p>Sequence events/artefacts/photos from different periods of their life in chronological order.</p>	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study fit within a chronological framework.</p>	<p>Place the time studied on a given timeline.</p> <p>Use dates relating to the passing of time</p> <p>Begin to use some key dates accurately when describing events</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events</p> <p>Understand more complex terms (eg BCE/AD)</p> <p>Know and sequence the key events of time studied on a time line.</p>	<p>Use dates and terms accurately in describing events.</p> <p>Place current studies on a timeline in relation to other periods studied.</p> <p>Relate current studies to previous periods studied.</p> <p>Use relevant terms and periods labels.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>

Organise and Communicate Historically								
EYFS	Y1	Y2	End of KS1 expectations	Y3	Y4	Y5	Y6	End of KS2 expectations
<p>Talk about the lives of people around them and their roles in society.</p> <p>Comment on images of familiar situations on the past.</p>	<p>Tak and write about things from the past using some historical vocabulary.</p> <p>Communicate understanding through: -use of a timeline (3D with objects / sequential pictures) -drawing -drama / role-play Writing ICT</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Communicate understanding through: -class display -annotated diagrams and time lines/ pictures ICT</p>	<p>Identify different ways in which the past is represented. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features and events.</p>	<p>Communicate my knowledge and understanding in a variety of ways (eg discussions, pictures, writing, annotations, drama, models)</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time • period • era • change • chronology. <p>Use a variety of literacy, numeracy and computing skills to communicate information about the past.</p> <p>Select data and organise it into a data file to answer historical questions</p>	<p>Use appropriate terms , matching dates to people and events.</p> <p>Record and communicate knowledge in different forms.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use a variety of original ways to present information and ideas.</p> <p>Plan and carry out individual investigations.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>