

EYFS			
Understanding the World	Past and Present	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Year 1 Chronological Understanding • Use simple terms relating to the passing of time (long ago, nowadays, yesterday, tomorrow) • Explore where people and events fit within a developing chronological framework, often linked to themselves [e.g. sort artefacts, images or events under headings such as 'before I was born', 'a long, long time ago'] Historical Understanding • Make distinctions between aspects of their own lives and those of parents and grandparents • Begin to use everyday historical vocabulary [olden days, long, long ago] Historical Enquiry • Ask and answer questions about the past, often in relation to their own lives • Use sources, including parts of stories, to provide simple answers to questions • Explore some of the ways in which we find out about the past [e.g. stories, artefacts, photos, pictures and archaeology]		Year 2 Chronological Understanding • Use common words and phrases relating to the passing of time (past, present, future, ancient, modern) • Know where people and events fit within a developing chronological framework [e.g. sort and/or sequence artefacts, people or events into time periods or along a simple timeline] Historical Understanding • Identify similarities and differences between ways of life in different periods they have studied • Use a wide vocabulary of everyday historical terms [e.g. old-fashioned, ancient, modern] Historical Enquiry • Ask and answer questions about the key historical events they study • Uses sources, including parts of stories, to provide answers to questions • Identify different ways in which the past is represented [e.g. know to read stories and non-fiction or look at artefacts, photos and pictures etc.]	
Year 3 Chronological Understanding • Know the names of the historical periods studied • Illustrate the passing of time through the use of historical periods [e.g. sequence people and events within a timeline of historical periods] Historical Understanding • Know the narratives of the historical periods they study • Compare and contrast different periods of history [e.g. from 'before' and 'after' pictures] • Identify significant events and people from the past that are remembered today.		Year 4 Chronological Understanding • Uses formal chronological concepts to refer to the passage of time [e.g. BC/AD, BCE/CE, century, decade] • Begin to understand how historical periods relate to one another Historical Understanding • Begin to develop richer narratives of the periods they study, moving beyond simply knowing what happened and starting, for example, to appreciate what people thought and felt about events • Begin to make connections between historical events, identifying a reason for an event or change	

History Skills Progression St. Helen's Primary School

• Begin to know the meaning of some abstract historical terms, when asked [e.g. empire, civilisation, parliament, peasantry] Historical Enquiry • Sometimes ask and regularly answer questions about the history they study, including about similarities and differences • Finds evidence from historical sources which mostly relates to a given focus • Identify differences in accounts of an event [e.g. in paintings, drawings and photographs] • Presents findings in different ways such as in writing, in tables and through drama. • Suggests different sources of historical knowledge [e.g. artefacts, photographs, written accounts as well as library books and the internet.]	• Identify significant events and people from the past that are remembered today and suggest reasons for this • Know the meaning of abstract historical terms [e.g. empire, civilisation, parliament, peasantry] Historical Enquiry • Sometimes ask and regularly answer questions about the history they study, including about similarity and difference as well as change • Finds evidence from historical sources which relates to a given focus, sifting out irrelevant information • Identify differences in accounts of an event [e.g. in diary extracts and letters] • Presents findings in a range of different ways such as in graphs, on timelines and in writing • Appreciate that historical knowledge is discovered and pieced together from sources
Year 5 Chronological Understanding • Begins to use dates to refer to the passage of time • Further develop their understanding of chronology within and across historical periods Historical Understanding • Develop richer narratives of the periods they study, knowing what happened, what people thought and felt about it and how some events were linked • Establish narratives across the periods they study, making connections and identifying trends, including in technology, culture, leisure, beliefs and attitudes • Identify more than one reason for an event or change in the history they study. • Discusses significant events and people from the past that effect life today • Begin to use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry] Historical Enquiry • Sometimes ask and regularly answer questions about the history they study, including about similarity and difference, change and cause and consequence • Selects evidence from a range of historical sources and use their findings to answer a question or prove an idea • Identify differences in accounts of events and suggest reasons for this • Start to organise their findings into useful structures [e.g. chronological timeline, a descriptive paragraph] • Appreciate that historical knowledge can be deepened from studying a range of sources	Year 6 Chronological Understanding • As appropriate, use a range of technical terminology, chronological concepts [e.g. the 21st century, a century ago] and dates to refer to the passage of time • Have a chronologically secure knowledge of the local, British and World history they study Historical Understanding • Develop rich narratives of the periods they study, knowing what happened, what people thought and felt and illustrating connections between events • Establishes clear narratives across the periods they study, making connections and identifying trends including in technology, culture, leisure, beliefs and attitudes • Identify different reasons for an event or change in the history they study • Discuss the significance, both then and now, of certain events and people • Use abstract historical terms, including in writing [e.g. empire, civilisation, parliament, peasantry] Historical Enquiry • Sometimes ask and regularly answer historically valid questions about the history they study, including questions about similarity and difference, change, cause and consequence as well as significance • Construct responses to questions that involve thoughtful selection of relevant historical information • Identify differences in accounts of events and discern how and why contrasting interpretations have been made, including having an awareness of deliberate bias. • Organise their findings into useful structures, including to answer a question in writing • Understand that knowledge from the past is constructed from a range of sources

