

**History Skills Progression and End of EYFS and Key Stage Expectations  
Bolton-on-Swale St Mary's CE Primary School**



EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p><b>Understanding the World</b></p> <p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• events beyond living memory that are significant nationally or globally; <b>The Great Fire of London; Bonfire Night; Remembrance</b></li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements; <b>Guy Fawkes, Mary Seacole, Florence Nightingale</b> (compared with Nurses and Doctors today) <b>Grace Darling</b> (compared with RNLI today). Some should be used to compare aspects of life in different periods.</li> <li>• significant historical events, people and places in their own locality. <b>George Stephenson</b> and the Railways</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age; <b>Skara Brae</b></li> <li>• the Roman Empire and its impact on Britain; <b>Julius Caesar, Boudica</b></li> <li>• Britain's settlement by Anglo-Saxons and Scots; <b>Christian Conversion, Whitby Abbey</b></li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>• a local history study; <b>Richmond</b></li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; <b>The Second World War</b></li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: <b>Ancient Egypt</b></li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world;</li> <li>• a non-European society that provides contrasts with British history <b>Mayan civilization c. AD 900.</b></li> </ul>

<b>Progression in Chronological Understanding</b>			
<b>EYFS</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<p>Children will:</p> <p>Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now.</p>	<p><i>Children will:</i></p> <p><i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Show where places, people and events fit into a broad chronological framework</i></p> <p><i>Begin to use dates</i></p>	<p>Children will:</p> <p><i>Develop increasingly secure chronological knowledge and understanding of history, local, British and World.</i></p> <p><i>Put events, people, places and artefacts on a timeline (at least 5).</i></p> <p><i>Use correct terminology to describe events in the past</i></p>	<p>Children will:</p> <p><i>Develop secure chronological knowledge and understanding of history, local, British and World.</i></p> <p><i>Develop increasingly secure chronological knowledge and understanding of what they are studying in comparison to previous studies.</i></p> <p><i>Put events, people, places and artefacts on a timeline (at least 10)</i></p> <p><i>Use correct terminology to describe events in the past</i></p>
<b>Progression in Historical Terms</b> <b>(See Vocabulary Progression sheet for more information)</b>			
<p>Children will:</p> <p>Begin to develop vocabulary of some historical terms such as: a long time ago.</p>	<p><i>Children will:</i></p> <p><i>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my,.... were younger, years, decades, centuries</i></p>	<p>Children will:</p> <p><i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</i></p>	<p>Children will:</p> <p><i>Use of appropriate subject terminology, such as: empire, civilisation, monarch</i></p> <p><i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</i></p>
<b>Progression in Historical Enquiry</b>			
<p>Children will:</p> <p>Use photographs to talk about their family's past. Know that photographs tell stories about our past</p>	<p><i>Children will:</i></p> <p><i>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</i></p> <p><i>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</i></p> <p><i>Choose and use parts of stories and other sources to show understanding of events</i></p> <p><i>Communicate understanding of the past in a variety of ways.</i></p>	<p>Children will:</p> <p><i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i></p> <p><i>Suggest where we might find answers to questions considering a range of sources</i></p> <p><i>Understand that knowledge about the past is constructed from a variety of sources</i></p> <p><i>Construct and organise responses by selecting relevant historical data</i></p>	<p>Children will:</p> <p><i>Devise, ask and answer more complex questions about the past, considering key concepts in history</i></p> <p><i>Select sources independently and give reasons for choices</i></p> <p><i>Analyse a range of source material to promote evidence about the past</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data</i></p>

<b>Progression in Interpreting History</b>			
Children will: Understand the term 'past' by events encountered in books.	<i>Children will: Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.</i>	Children will: <i>Be aware that different versions of the past may exist and begin to suggest reasons for this</i>	Children will: <i>Understand that the past is represented and interpreted in different ways and give reasons for this</i>
<b>Progression in Continuity and Change</b>			
Children will: Understand the term 'change'	<i>Children will: Discuss change and continuity in an aspect of life, e.g. seaside holidays</i>	Children will: <i>Describe and begin to make links between main events, situations and changes within and across different periods and societies</i>	Children will: <i>Describe and make links between main events, situations and changes within and across different periods and societies.  Apply previous historical knowledge to describe impact of changes.</i>
<b>Progression in Cause and Consequence</b>			
Children will: Remember events, losses in our past (lost toys, old friends)	<i>Children will: Recognise why people did things  Recognise why some events happened  Recognise what happened as a result of people's actions or events</i>	Children will: <i>Identify and give reasons for historical events, situations and changes  Identify some of the results of historical events, situations and changes</i>	Children will: <i>Begin to offer explanations about why people in the past acted as they did  Explain and describe some of the results of historical events and the impact it had on our British and local area.</i>
<b>Progression in Similarities and Differences</b>			
Children will: Name the members of their immediate and extended family.	<i>Children will: Identify similarities and differences between ways of life in different periods, including their own lives</i>	Children will: <i>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</i>	Children will: <i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</i>
<b>Progression in Significance</b>			
Children will: Know the name of a significant event.	<i>Children will: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</i>	Children will: <i>Identify and begin to describe historically significant people and events in situations</i>	Children will: <i>Give reasons why some events, people or developments are seen as more significant than others</i>