# Alderton Infant and Junior Schools History Progression of Skills

| Historical Skills | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Chronological Understanding**  | Talk about personal memories and past/present in their own family. | Identifies similarities and differences between their own lives and life in a specific past era | Recognise similarities and differences between life in different historical periods. | Understand the past can be divided into different periods of time. | Understand the past can be divided into different periods of time and recognise some of the similarities and differences between periods of time. | Identify changes within different time periods. | Identify and compare changes within and across different time periods. |
| | Understand the concept of *before* and *now* in daily routines and growth.<br><br>Sequence personal life events or familiar story steps chronologically. | Sequence personal life events or familiar story steps chronologically using terms like *before, after, past, present*. | Place events, objects, or people beyond living memory into a chronological sequence. | Know that a timeline can be divided into BC and AD. | Show understanding of the use of dates and terms (e.g. BC /AD) when demonstrating historical chronology. | Show understanding of the use of dates and terms (e.g. BC /AD) when demonstrating historical chronology. | Show understanding of the use of dates and terms (e.g. BC /AD) when demonstrating historical chronology. |
| | Order 2–3 pictures showing personal growth or routine steps. | Orders up to 3 photographs or artefacts | Places events on a dated timeline with reasons for their order. | Use a timeline to sequence and order historical events. | Order key events and dates on a timeline. | Order key events, movements and dates on a timeline. | Order key events, movements and dates on a timeline. |
| **Historical Enquiry**  | Use everyday time vocabulary (e.g., *yesterday, today, old, new*). | Uses common words and phrases relating to the passing of time (e.g., *before, after, past, present, long ago*). | Uses subject-specific historical terms (e.g., *decade, century, explorer, voyage)* | Use appropriate historical terms. | Use appropriate historical terms. | Use appropriate historical terms. | Use appropriate historical terms. |
| | Explore objects, photos, and stories from the past to make simple observations. | Finds out about the past using simple sources (e.g., photos, paintings, artefacts, stories). | Researches famous people and events using a range of sources (maps, diaries, non-fiction books, internet). | Identify different ways in which the past is represented | Understand that knowledge about the past is constructed from a range of sources. | Understand that knowledge about the past is constructed from a range of sources. | Understand that knowledge about the past is constructed from a range of sources. |

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| | Asks and answers *who, what, where,* questions and when exploring physical objects, photos, and stories. | Asks questions, including *why* and *how*; about past events/people. | Use sources of information to make observations, ask questions and find answers about the past using given sources. | Use sources of information to make observations, ask questions and find answers about the past. | Ask questions and find answers about the past. | Ask questions and find answers about the past. | Investigate own lines of inquiry by posing questions to answer. |
| | Talk about why people in stories acted in a certain way. | Talk about why people in stories and accounts acted as they did. | Begins to recognise why people in the past acted as they did. | Give reasons for why people in the past acted as they did. | Use evidence to describe events and changes that are being studied. Begin to give reasons for these events and changes. | Give reasons for the main events and changes that are being studied. | Give reasons for the main events and changes that are being studied, backed up by evidence. |
| | Sort familiar objects or pictures into *past* and *present*. | Select information from sources to answer specific questions about a person or event. | Compares information from sources about two historical individuals | Begin to select and combine information from different sources to answer questions about the past. | Select and combine information from different sources to answer questions about the past. | Use reliable sources to make more sophisticated observations to answer questions about the past. | Evaluate evidence to choose the most reliable forms to answer questions about the past. |
| **Historical Interpretation**  | Identify how people or feelings are depicted in pictures/stories. | Recognises that the past can be represented in different ways | Identify that two sources can give contrasting details about the same event. | Explore the idea that there are different accounts of History. | Look at different versions of the same event in history and identify differences. | Give reasons why there may be different accounts of history. | Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. |
| | | | | | Know that people in the past represent ideas in a way that persuades others. | Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. | Know that people in the past have a point of view and that this can affect the interpretation of events, people and changes. |