



Compassion, Joy, Perseverance, Respect
 'Live life in all its fullness' John 10:10

Progression of Skills in History

	Devas (EYFS)	Bannerman (Years 1 and 2)	Porteous (Years 3 and 4)	Borton (Years 5 and 6)
Finding Out About the Past (Enquiry)	<p>Understand what is meant by 'the past' through settings, characters and events read in books.</p> <p>Talk about and discuss pictures, stories, artefacts and accounts from the past.</p> <p>Talk about and share experiences of the past and present.</p>	<p>Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>Ask and answer questions about an archaeological site.</p>	<p>Answer questions about the past selecting information from a wide range of sources.</p> <p>Identify different ways in which people have represented and interpreted the past.</p> <p>Talk about (and give reasons for) an event being interpreted in a range of different ways.</p> <p>Give reasons for negative views and accounts in written sources of information.</p>	<p>Use sound evidence to support enquiry and conclusions.</p> <p>Use appropriate terminology and methods to present information about the past.</p> <p>Recognise some of the strengths and limitations in terms of archaeological evidence.</p> <p>Create relevant, structured and evidently support accounts.</p> <p>Identify how and why contrasting arguments and interpretations of the past have been constructed.</p>
Finding Out About the Past (Chronology)	<p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc.</p>	<p>Talk with increasing accuracy and detail about events, places and people beyond living memory.</p>	<p>Describe the key characteristics and features of a range of different periods of history.</p>	<p>Extend and deepen chronological knowledge and understanding of British, local and world history.</p>



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	<p>Talk about my own life and those of people I know.</p> <p>Place objects and events within experience, in time order.</p>	<p>Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.</p> <p>Place a range of objects, people and events beyond own experiences in time order.</p>	<p>Describe changes that have taken place within and across historical periods. Use historical terms effectively to describe periods within history.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD.</p>	<p>Analyse and evaluate the cause and effect of changes that took place in the past.</p>
Historical Events	<p>Talk about events in my life and the lives of people I know.</p>	<p>Talk about and describe, in simple terms features of key events and people in the past.</p> <p>Compare similar events from the present and past.</p> <p>Talk about the impact of events on the lives of the people of the time.</p>	<p>Describe a range of different features of key historical events.</p> <p>Compare and contrast events from different historical periods.</p> <p>Talk about the impact of events on different groups within society at that time</p>	<p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> <p>Understand and explain the reasons for, and results of, key historical events.</p> <p>Support evaluations with a range of effective evidence from a range of appropriate sources.</p>
Lifestyles of People in the Past	<p>Talk about and explain the similarities and differences between life in this country and life in other countries.</p>	<p>Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc.</p>	<p>Identify and describe features and characteristics of past societies.</p> <p>Compare and describe the</p>	<p>Describe and make links between a range of past societies.</p> <p>Analyse and give reasons for the characteristics of a range of</p>



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	<p>Talk about similarities and differences between different religious and cultural communities in this county.</p> <p>Talk about and describe my family/home and the way I live, e.g. day to day life, things I do, my house, my family etc.</p>	<p>Describe and give reasons for similarities and differences between the lives of people.</p> <p>Describe the changes and differences in lifestyle in the past and present.</p>	<p>characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc.</p> <p>Compare and analyse the factors that caused change in the past.</p> <p>Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine.</p>	<p>significant groups from the past, e.g. Mayans etc.</p> <p>Describe and give reasons for the beliefs held by different societies in the past.</p> <p>Compare and contrast the distinctive features of past societies.</p>
<p>Significant Historical People</p>	<p>Talk about members of my immediate family and community.</p> <p>Name and describe people who are familiar to me.</p>	<p>Talk about and describe events in the life of a well-known historical person.</p> <p>Describe key events in their life from a range of sources of information.</p> <p>Talk about the actions of, and events in the life of a well-known historical person.</p>	<p>Use a range of sources of information to find out about significant historical people from a key historical period. E.g Julius Caesar, Tutankhamun and Howard Carter.</p> <p>Compare and contrast a range of information about a significant historical person.</p>	<p>Conduct an in depth local study.</p> <p>Describe a significant society or issue in world history and its interconnections with other world developments.</p> <p>Use appropriate evidence sources to identify how people's lives have been shaped by people and events.</p>