

Rose Hill Primary School

Progression of Skills

Subject: History

Strand	EYFS	KS1	LKS2	UKS2
Investigate and interpret the past	To ask questions about aspects of the past, including the local area; to develop an understand of changes over time; to talk about past and present events in their own lives and the lives of family members.	Observe and handle evidence to ask and answer questions about the past; use different types of evidence to find out about the past, including artefacts, pictures and stories; identify some different ways the past has been represented.	Use evidence to ask questions and find answers about the past; suggest suitable sources for enquiry; use more than one source of evidence to gain more understanding of enquiry; describe different accounts of historical events; suggest causes and consequences of changes in history.	Use sources of information to deduce information about the past; select suitable sources of evidence with reasons for choice; use sources of information to for hypotheses about the past; investigate the concept of propaganda with social awareness; understand no single source of evidence gives full answers about the past; refine lines of enquiry as appropriate.
Build an overview of world history	To know about similarities and differences between communities and traditions.	Describe historical events; describe significant people from the past; recognise the reasons people in the past acted the way they did.	Describe changes that happened in the local area, including the school; compare histories of different countries around the world; describe the social, ethnic, cultural and religious diversity of past societies, including the role of men and women, beliefs and attitudes.	Identify continuity and change in the history of the local area; compare histories of different countries around the world; describe the social, ethnic, cultural and religious diversity of past societies, including the role of men and women, beliefs and attitudes.

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<p>Understand chronology</p>	<p>To develop an understanding of when things happened in the past; to use phrases such as before, yesterday, a long time ago.</p>	<p>Place events and artefacts on a timeline; label timelines with phrases such as the past, present, future; recount events that have happened in their lives, use dates when appropriate.</p>	<p>Place events and artefacts on a timeline using dates; understand the changes over time representing them on a timeline; use dates and terms to describe events.</p>	<p>Describe main changes of a period of history; identify periods of history with rapid change and relatively little change; understand the concept of continuity and change on the time and represent these on a timeline; use dates and terms accurately when describing historical events.</p>
<p>Communicate historically</p>	<p>Talk about why things happened and how they worked,</p>	<p>Use phrases such as: A long time ago, when my parents/carers were children, years, decades, centuries.</p> <p>Show the concept of a nations history; show an understanding of concepts such as democracy, parliament, monarchy, war and peace.</p>	<p>Use appropriate historical vocabulary to communicate: dates, time periods, era, change, chronology.</p> <p>Use literacy, numeracy and computer skills to communicate information about the past.</p>	<p>Use appropriate historical vocabulary to communicate: dates, time periods, era, change, chronology, continuity, century, decade, legacy.</p> <p>Use literacy, numeracy and computer skills to communicate information about the past.</p>

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				Use original ideas to present information about the past.
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