



Ellingham and Woodton Primary Federation

Skills Progression Grid for History



Year Group	Chronological Knowledge and Understanding	Continuity, and change (Within and between periods)	Cause, Consequences and Significance	Understanding use of sources and historical interpretation	Vocabulary
EYFS	<ul style="list-style-type: none"> • Talk about the lives of the 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. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 				
Year 1	<ul style="list-style-type: none"> • To describe some features, events, people and themes from the past and show this on a timeline. • To use a wider range of “time” terms including: recently, before, after, now, later and use the past and present when describing or writing about events. • Describe memories and changes that have happened in their own lives. 	<ul style="list-style-type: none"> • To point out some similarities and differences between aspects of my life and the life of people in the period that is being studied. • To ask simple questions about the past. 	<ul style="list-style-type: none"> • To make some comments about why people did things, why events happened and what happened as a result of these. For example, Great Fire of London. 	<ul style="list-style-type: none"> • To use information from more than one source. • To talk about some of the different ways that the past is recorded or represented. • To understand there are different types of sources/evidence. 	<p>Key words linked to the topic being covered.</p> <p>Past, present, source, significant, yesterday, today, long ago, new, old, earliest, latest, future.</p>
Year 2	<ul style="list-style-type: none"> • To talk or write with some detail, about features, events, people and themes from the past. E.g. moon landing, Neil Armstrong. • To place events, objects, themes and people from their local history topic on a timeline. • To point out historical events, people and places in local area. • To use some “historical period” terms using; century, decade, BC (BCE) and AD (CE). 	<ul style="list-style-type: none"> • To point out some similarities and differences between aspects of life at different times in the past. • To describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history being studied. 	<ul style="list-style-type: none"> • To pick out some reasons for and results of people’s actions and events. Looking at lives of significant others. Pupils to share their findings through drawings and drama for example. 	<ul style="list-style-type: none"> • To compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences. • To say which sources (from a selection) are likely to be the most useful for a task. 	<p>Key words linked to the topic being covered.</p> <p>AD, BC, artefact, timeline, evidence, significant individual, century, modern, oldest, before, after, to show a passing of time, local.</p>

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		<ul style="list-style-type: none"> To compare significant individuals from the topic area being covered. 			
Year 3	<ul style="list-style-type: none"> To talk or write about the past and include detail, to show some connections with features of other periods that have been studied. To place a number of events, objects, themes and people from topics that have been studied onto a timeline. To use some dates and historical period terms. 	<ul style="list-style-type: none"> To describe some changes in the historical period or person that is being studied. To study changes in Britain from the Stone to the Iron Age. 	<ul style="list-style-type: none"> To suggest reasons for and results of people's actions and events. To suggest which people were historically important. 	<ul style="list-style-type: none"> To comment on the usefulness and accuracy of different sources of evidence. To identify primary and secondary sources of evidence and their reliability. 	<p>Key words linked to the topic being covered.</p> <p>Decades, centuries, millennium, empire, parliament, civilisation, change, explorer</p>
Year 4	<ul style="list-style-type: none"> To talk or write about the past include detail; to show some understanding of what things were like before and after this at local, national and world levels. Place historical periods that have been studied as well as information about the topic on a timeline. Use dates and historical period terms accurately. 	<ul style="list-style-type: none"> To describe changes within and between periods and societies that have been taught. For example, the Roman Empire and its impact on Britain. To describe similarities and differences in society, culture and religion in Britain at local and national levels. 	<ul style="list-style-type: none"> To give some reasons for and results of historical events, situations and changes. To suggest which people and causes and consequences of change are more important. A non-European society that provides contrast with British history – for example, Mayan civilisation. 	<ul style="list-style-type: none"> To suggest some reasons why there are different accounts and interpretations of the past. Compare sources of evidence to help identify reliable information. Written answers to be well rounded and organised with clear conclusions and supported by evidence and reasons, including; dates and historical terms. 	<p>Key Vocabulary linked to the topic being studied.</p> <p>Agriculture, calendar, global, primary, secondary.</p>
Year 5	<ul style="list-style-type: none"> To talk and write about the past, to include detail, putting ideas in context (chronological and scale). Use a timeline to sequence local, national and international events as well as historical periods. 	<ul style="list-style-type: none"> To describe and make some links between events, situations and changes within and between different periods and societies. For example, Vikings and Anglo – Saxon. Describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world. 	<ul style="list-style-type: none"> To explain my suggestions when giving reasons for and results of historical events, situations and changes. To explain which causes and consequences are the most significant. A study of Greek life and achievements and their influence on the western world. 	<ul style="list-style-type: none"> To take account of a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness. Explain the evaluation of particular pieces of information and particular sources. Communicating ideas through detailed discussions and debates. 	<p>Key Vocabulary linked to the topics.</p> <p>Chronology, conquest, democracy, invasion, evidence, reliable, bias.</p>

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Year 6	<ul style="list-style-type: none">• To talk and write about the past, giving overviews as well as detailed accounts noting connections, contrasts and trends over time.• Use historical periods as reference points.• Understand and describe in detail the main changes to an aspect in a period of history.• Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	<ul style="list-style-type: none">• To point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.• Explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies.	<ul style="list-style-type: none">• Analyse and explain reasons for and results of historical events, situations and changes.• Explain the significance of different causes and consequences• Identify and note connections, contrasts and trends over time in everyday lives of people.• A local history study, for example linked to WW2.	<ul style="list-style-type: none">• To discuss how and why different arguments and interpretations of the past have been constructed. Present the interpretations and research through a self-directed project.• Local mill	Key Vocabulary linked to the topics. Culture, religious, social, economic, political, traitor, treason, slave, crusades.

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