

Mill Lane Skills Progression for History.

	Chronological Understanding	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical Enquiry	Organisation and communication
EYFS	<ul style="list-style-type: none"> • Know some things that happened to them in the past. • Talk about past and present events in their own lives and in lives of family members • Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow • Order and sequence familiar events. 	<ul style="list-style-type: none"> • With my teacher, find out some facts about people long ago. (Before living memory.) • With my teacher, find out some facts about events that happened long ago. (Before living memory) • Talk about why people may have acted as they did. 	<ul style="list-style-type: none"> • With my teacher, look at books to help me find out about the past. • Listen to stories about the past. 	<ul style="list-style-type: none"> • Look at pictures and discuss, "Which things are old and which are new?" • Answer questions about events, using 'before' and 'after' to describe when something happened. • Look at objects from the past and discuss, "What were they used for?" and try to answer. • Look at pictures from the past and discuss, "What were people doing?" 	<ul style="list-style-type: none"> • Sort events or objects into groups (Then and now.) • Say when my birthday is. • Use simple time lines to order events or objects. • Tell stories about the past. (Sometimes using role-play.) • Write in sentences things I have found out about the past. • Draw pictures and write about them to tell others' about the past.
Year 1	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present • Describe things that happened to themselves and other people in the past. • Order a set of events or objects • Use a timeline to place important events. • Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow 	<ul style="list-style-type: none"> • Tell the difference between past and present in own and other people's lives 	<ul style="list-style-type: none"> • Begin to identify and recount some details from the past from sources eg. pictures, stories 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information (eg. pictures, stories) 	<ul style="list-style-type: none"> • Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).
Year 2	<ul style="list-style-type: none"> • Order 3 or more people, events or using a given scale. • Use simple historical vocabulary e.g. recently, before, after, now, later, past, present • Recount changes in own life over time Identify similarities and differences between periods 	<ul style="list-style-type: none"> • Use information to describe the past. • Use information to describe differences between then and now. • Recount main points from a significant event in history. • Uses evidence to explain reasons why people in past acted as they did. 	<ul style="list-style-type: none"> • Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). • Understand why some people in the past did things. 	<ul style="list-style-type: none"> • Look carefully at pictures or objects to find information about the past. • Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did__ happen?', • Estimate the ages of people by studying and describing their features 	<ul style="list-style-type: none"> • Describe objects, people and events. • Write own date of birth. • Write simple stories and recounts about the past. • Draw labelled diagrams and write about them to tell others about people, events and objects from the past.

Year 3	<ul style="list-style-type: none"> • Use timelines to place events in order. • Understand that timeline can be divided into BC and AD. • Use historical vocabulary e.g. century, decade. 	<ul style="list-style-type: none"> • Use evidence to describe past e.g. Houses and settlements, Culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People’s beliefs and attitudes, Differences between lives of rich and poor. • Use evidence to find out how any of these may have changed during a time period. • Describe similarities and differences between people, events and objects. • Show changes on a timeline 	<ul style="list-style-type: none"> • Look at 2 versions of same event and identify differences in the accounts. 	<ul style="list-style-type: none"> • Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask questions such as ‘how did people? What did people do for?’ • Suggest sources of evidence to use to help answer questions 	<ul style="list-style-type: none"> • Present findings about past using speaking, writing, computing and drawing skills • Use dates and terms with increasing accuracy. • Discuss different ways of presenting information for different purposes • Use subject specific words such as war, settlement, trade
Year 4	<ul style="list-style-type: none"> • Name and place dates of significant events from past on a timeline • Use historical vocabulary e.g. century, decade, BC, AD, after, before, during. • Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. • Note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> • Show knowledge and understanding by describing features of past societies and periods. • Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. • Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. • Describe how some of the past events/people affect life today 	<ul style="list-style-type: none"> • Give reasons why there may be different accounts of history. 	<ul style="list-style-type: none"> • Understand the difference between primary and secondary sources of evidence. • Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask questions such as ‘what was it like for a during?’ • Suggest sources of evidence from a selection provided to use to help answer questions. 	<ul style="list-style-type: none"> • Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills • Use dates and terms correctly. • Discuss most appropriate way to present information, realising that it is for an audience. • Use subject specific words such as emperor, empire, settlement, invader. Invasion.
Year 5	<ul style="list-style-type: none"> • Use timelines to place and sequence local, national and international events. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, era, period. • Identifies changes within and across historical periods. • Describe the main changes in a period in history using historical vocabulary such as ‘Social’, ‘religious’, ‘political’, ‘technological’ and ‘cultural’. 	<ul style="list-style-type: none"> • Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. • Give some causes and consequences of the main events, situations and changes in the periods studied. • Identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> • Look at different versions of the same event and identify differences in the accounts. • Give clear reasons why there may be different accounts of history. • Know that people (now and in past) can represent events or ideas in ways that persuade others 	<ul style="list-style-type: none"> • Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask a range of questions about the past. • Choose reliable sources of evidence to answer questions. • Realise that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> • Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills. • Use dates and terms accurately. • Choose most appropriate way to present information to an audience • Use subject specific words such as pharaoh, trade, civilization, empire, era,

Year 6	<ul style="list-style-type: none"> • Use timelines to place events, periods and cultural movements from around the world. • Use timelines to demonstrate changes and developments in culture, technology, religion and society. • Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Victorians and Today. • Describe main changes in a period in history using historical vocabulary such as: social, religious, political, cultural and technological. • Recall the date of any significant event studied from past and place it correctly on a timeline. 	<ul style="list-style-type: none"> • Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. • Identify how any of above may have changed during a time period. • Give own reasons why changes may have occurred, backed up with evidence. • Show identified changes on a timeline. • Describe similarities and differences between some people, events and objects studied. • Describe how some changes affect life today. • Make links between some features of past societies. 	<ul style="list-style-type: none"> • Understand that the past has been represented in different ways. • Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history 	<ul style="list-style-type: none"> • Identify and use different sources of information and artefacts. • Evaluate the usefulness and accurateness of different sources of evidence. • Select the most appropriate source of evidence for particular tasks. • Form own opinion about historical events from a range of sources. 	<ul style="list-style-type: none"> • Present information in an organised and clearly structured way. • Make use of different ways of presenting information. • Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). • Make accurate use of specific dates and terms. • Use subject specific words such as civilization, empire, era, expedition, war
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