














## Skelton School

### History - Progression

THRESHOLD CONCEPTS	Investigate and interpret the past 	Build an overview of world history        	Understand chronology 	Communicate historically 
EYFS	<ul style="list-style-type: none"><li>Ask and answer how and why questions</li><li>Observe and examine pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</li></ul>	<ul style="list-style-type: none"><li>Understand that people and the world around us change.</li><li>Describe how people are similar and different to what they were like in the past.</li></ul>	<ul style="list-style-type: none"><li>Understand there is a past.</li><li>Understand events that have happened in the school year and place these in order of time.</li><li>Begin to recognising that things happened before they were born</li></ul>	<ul style="list-style-type: none"><li>Use words and phrases such as:<ul style="list-style-type: none"><li>yesterday</li><li>today</li><li>tomorrow</li><li>yesterday</li><li>recently</li><li>Last year</li><li>When I was [2/3/4...]</li></ul></li></ul>
YEAR 1 AND 2	<ul style="list-style-type: none"><li>Observe or handle evidence to ask questions and find answers to questions about the past.</li><li>Ask questions such as: What was it like for people? What happened? How long ago?</li><li>Identify some of the different ways the past has been represented.</li><li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li></ul>	<ul style="list-style-type: none"><li>Describe historical events.</li><li>Describe significant people from the past.</li><li>Recognise that there are reasons why people in the past acted as they did.</li></ul>	<ul style="list-style-type: none"><li>Place events and artefacts in order on a timeline.</li><li>Label timelines with words or phrases such as: past, present, older and newer.</li><li>Use dates where appropriate.</li><li>Recount changes that have occurred in their own lives.</li></ul>	<ul style="list-style-type: none"><li>Use words and phrases such as:<ul style="list-style-type: none"><li>a long time ago</li><li>recently</li><li>when my parents/carers were children</li><li>years, decades and centuries to describe the passing of time.</li></ul></li><li>Show an understanding of concepts such as:<ul style="list-style-type: none"><li>nation and a nation's history</li><li>civilisation</li><li>monarchy</li><li>parliament</li><li>democracy</li><li>war and peace.</li></ul></li></ul>

YEAR 3 AND 4	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain: from ancient to medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>
YEAR 5 AND 6	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>