



Esher Church School – Progression of skills in History

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 *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Awareness of the past : Wide vocabulary of everyday historical terms	*Learn and understand a wide range of everyday historical terms including: day, week, year, before, after, past, present and future	*Learn and understand a wide range of everyday historical terms including: day, week, year, decade, before, after, past, present, future and significance	*Learn, understand and develop a wide range of historical and abstract terms including: century, settlement, monarchy, civilisation, hunter-gathers and henge	*Learn and understand a wide range of historical and abstract terms including: century, settlement, monarchy, empire, parliament and invasion	* Learn and understand a wide range of historical and abstract terms including: century, millennia, settlement, monarchy, empire, parliament, invasion, raid and conquest	* Learn and understand a wide range of historical and abstract terms including: century, millennia, settlement, monarchy, empire, parliament, invasion, raid, conquest and kingdom
Awareness of the past : Chronology framework	<ul style="list-style-type: none"> *Recognise the distinction between past and present, looking at periods in the recent past *Order and sequence some familiar events and objects *Identify some similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> *Recognise the distinction between past and present, looking at periods in relation to the birth of Jesus *Order and sequence events and objects in their periods of study *Recognise that their own lives are similar and/or different from the lives of people in the past 	<ul style="list-style-type: none"> *Recognise the distinction between past and present, looking at periods in relation to the birth of Jesus and the time of the dinosaurs *Demonstrate an awareness that the past can be divided into periods of time *Use historical terms to order and sequence events and objects in their periods of study 	<ul style="list-style-type: none"> *Recognise the distinction between different periods of time currently and previously studied *Use dates and historical terms to order and sequence events and objects in their periods of study *Identify where people and events fit into a chronological framework *Explore links and contrasts within and across different periods of time 	<ul style="list-style-type: none"> *Recognise the distinction between different periods of time currently and previously studied *Use dates and historical terms to order and sequence events and objects within and across larger periods of study *Identify where people and events fit into a chronological framework *Describe links, comparisons and contrasts within and across different periods of time including short-term and long-term time scales 	<ul style="list-style-type: none"> *Recognise the distinction between different periods of time currently and previously studied *Use dates and historical terms to order and sequence events and objects within and across larger periods of study *Securely identify where people and events fit into a chronological framework *Analyse links, comparisons and contrasts within and across different periods of time including short-term and long-term time scales

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Ways to find out about the past	<ul style="list-style-type: none"> *Use sources to answer simple questions about the past *Identify some of the basic ways in which the past can be represented *Choose parts of stories and other sources to show what they know about the past 	<ul style="list-style-type: none"> *Ask and answer simple questions about the past through observing and handling a range of sources *Evaluate sources and make simple inferences *Consider why things may change over time *Recognise some basic reasons why people in the past acted as they did *Choose parts of stories and other sources to show what they know about significant people and events 	<ul style="list-style-type: none"> *Use sources to address historically valid questions *Recognise that our knowledge of the past is constructed from different sources of evidence *Recognise that different versions of past events may exist *Evaluate sources and make simple inferences *Describe some of the ways the past can be represented 	<ul style="list-style-type: none"> *Use sources to address historically valid questions and hypotheses *Recognise that different versions of past events may exist and evaluate these in sources *Recognise how sources of evidence are used to make historical claims *Recognise why some events happened and what happened as a result *Choose relevant sources of evidence to support particular lines of enquiry 	<ul style="list-style-type: none"> *Use a wide range of sources as a basis for research to answer questions and to test hypotheses *Recognise that different versions of past events may exist and evaluate these in sources *Understand how and why our knowledge of the past is constructed from a range of sources *Give some reasons for contrasting arguments and interpretations of the past *Choose relevant sources of evidence to support particular lines of enquiry 	<ul style="list-style-type: none"> *Regularly address and sometimes devise historically valid questions and hypotheses from a range of sources *Recognise that different versions of past events may exist and evaluate these in sources *Understand how and why our knowledge of the past is constructed from a range of sources *Give secure reasons for contrasting arguments and interpretations of the past *Choose relevant sources of evidence to support particular lines of enquiry
To find out about changes within and beyond living memory	<ul style="list-style-type: none"> *Describe some changes within their living memory *Retell some events from beyond their living memory which are significant nationally or globally (transport development) 	<ul style="list-style-type: none"> *Develop awareness of significant historical events, people and places in their own locality (Great Fire of London) *Demonstrate knowledge of aspects of history significant in their locality (changes in schools since Victorians) 	<ul style="list-style-type: none"> *Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared (Stone Age) *Describe key aspects of a non-European society such as the early Islamic civilisation (Ancient Egypt) *Demonstrate knowledge of aspects of history significant in their locality (Hampton Court) 	<ul style="list-style-type: none"> *Understand an aspect or theme in British history that extends their chronological knowledge beyond 1066 (Roman Britain) *Demonstrate knowledge of aspects of history significant in their locality (change of use of the Thames) 	<ul style="list-style-type: none"> *Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066 (Vikings) *Demonstrate knowledge of the characteristic features and achievements of the earliest civilisations (Ancient Greece) and a non-European society (Ancient China) including their influence on the western world today *Demonstrate knowledge of aspects of history significant in their locality (Chertsey Abbey) 	<ul style="list-style-type: none"> *Demonstrate knowledge of and analyse an aspect or theme in British history (Explorers) that also extends their chronological knowledge beyond 1066 (Anglo-Saxons) *Demonstrate knowledge of and analyse the characteristic features and achievements of the earliest civilisations, which is also a non-European society (Mayans or Aztecs) *Demonstrate knowledge of aspects of history significant in their locality (Winchester – Anglo Saxons)

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
The lives of significant individuals in the past	*Explore historically significant people	*Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements (Lord Shaftesbury impact on education) *Explore historically significant people and events in different situations	*Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning) *Identify historically significant people and events in different situations	*Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements (Ernest Shackleton) *Identify and understand historically significant people and events in different situations	*Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements (Mahatma Gandhi) *Describe and understand historically significant people and events in different situations	*Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements (Alfred the Great) *Describe and analyse historically significant people and events in different situations
Significant historical events, local and national	*Identify historical events	*Identify historical events and changes	*Identify the impact of historical events and changes	*Identify and understand the impact of historical events and changes	*Describe the impact of historical events and changes	*Recognise that some events, people and changes are judged as more significant than others