



Thaxted Primary School Progression of Skills EYFS - Year 6

Subject: History

| Overarching skill | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Key Vocabulary | a long time ago ago after artefact before celebrate chronological difference event (s) explain famous historical event king object past photograph picture present queen recent history rule since I was born succeed | after before before I was born Britain Briton chronological order democracy earlier eye-witness historical event later local area locality now older person parliament past present research sequence source then when grandparents | AD Ancient archaeologist BC Brits century combat conquer (ed) decade differences evidence excavate finding skills historian historical information information invaders invasion period settlement settlers similarities timeline | accurate aspect advanced availability developments dictated historical argument impact inventions items picture of the past point of view poor recent history shape our lives time difference version way of life wealthy | comparison crime hypothesis influence medicine plaque punishment role of Britain specific features time period transport weaponry | advancements British Empire causes in history changes civilisations continuity interpretations major influence multi-cultural mono-cultural persuade propaganda significant societies summarise viewpoint world history |

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| | <p>succession used for very old when I was little when mummy and daddy were little years</p> | <p>were young when I was younger</p> | | | | |
| Similarities and Differences | <p>Begin to describe similarities and differences between historical artefacts and pictures</p> | <p>Describe how their own life is different from the past generation of their own family</p> | <p>Describe how their own lives are similar or different to children living in past times</p> | <p>Compare two periods of history, identifying similarities and differences between them</p> | <p>Make connections between two periods of history, to begin to develop historical perspective</p> | <p>Make connection, draw contrasts and identify trends in two or more periods of history, to improve historical perspective</p> |
| Vocabulary | <p>Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after)</p> | <p>Use further terms associated with the past (e.g. year, decade and century)</p> | <p>Use appropriate historical vocabulary to describe key features of a time period</p> | <p>Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy)</p> | <p>Make appropriate use of historical terms in discussion, and understand concepts (e.g. local, regional, national and international)</p> | <p>Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social)</p> |
| Chronology | <p>Begin to order artefacts and pictures from significantly different time periods</p> | <p>Order events in a period of history studied and begin to recall the dates of important festivals or celebrations</p> | <p>Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time</p> | <p>Place different periods of time on a timeline and remember key historical facts and some dates from a period studied</p> | <p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied</p> | <p>Create, from memory, a timeline from dates/details/eras showing knowledge of how to check for accuracy</p> |

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| Significant Individuals | Sequence the story of a significant historical figure | Use the stories of famous historical figures to compare aspects of life at different times | Explain how a significant figure of a period influenced change | Explain how significant historical figures contributed to national and international achievements in a variety of eras | Describe how a significant individual or movement has influenced the UK or wider world | Describe how their own lives have been influenced by a significant individual or movement |
| Local History | Describe, in simple terms, the importance of a local place or landmark | Describe how people, places and events in their own locality have changed over time | Describe how national changes affected their locality | Describe the impact of international events (e.g. war) on the local area | Use a range of local history resources to describe how an event (e.g. the Black Death) affected a local town or village | Suggest and research information sources required to present an in-depth study of a local town or city |
| Continuity and Change | Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past | Describe changes in the local area during their own lifetime and that of their parents and grandparents | Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war) | Explain the impact of a significant historical figure on life in Britain | Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world | Provide reasons for, and outcomes, of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world |
| Cause and Consequence | Describe, in simple terms, why a significant individual acted the way they did | Begin to understand cause and effect by looking at a significant individual's actions and what | Express an opinion on whether a person or event had a positive or negative impact on life in Britain | Explain that an event can have more than cause | Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne) | Describe the negative or positive impact of a period of history on contemporary society |

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| | | happened as a result | | | | |
| Historical Questions | Ask and respond to simple questions about the past, using sources of information | Ask and answer questions about a range of historical sources | Suggest useful research questions | Ask and answer more complex questions through independent research | Follow independent lines of enquiry and make informed responses based on this | Independently investigate a complex historical question |
| Recording | Retell a story or significant event from their own past | Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings | Use labelled diagrams and understanding of events beyond living memory through simple recording, using text and drawings` | Choose the best way to record a range of historical information, giving reasons for their choice | Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations | Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose |
| Historical Enquiry | Use simple source material (e.g.. photographs) to answer questions about an event beyond living memory | Build a 'bigger picture' of a historical period, using a range of source material | Choose the most important source material for a task, showing awareness of a range of sources | Use a range of source materials to answer questions about the past which go beyond simple observations | Describe how different types of evidence tell us different things about the past (e.g. royal portraits versus descriptions) and understand why contrasting arguments and interpretations occur | Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history |