



Queens Road Academy History Skills Progression Document

For further information regarding historical knowledge subject content, please see the curriculum maps and knowledge organisers.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Understand common words and phrases relating to the passing of time. Sequence people, events or objects taught so far.</p> <p>Understand that some things happened in the past and some re happening now in the present.</p> <p>Describe and record things which happened to themselves in the past.</p> <p>Order a set of events or objects.</p> <p>Use a simple timeline to place important events.</p>	<p>Understand common words and phrases relating to the passing of time. Sequence people, events or objects taught so far.</p> <p>Tell the difference between past and present in their own lives and the lives of others.</p> <p>Recount changes in their own life over time.</p> <p>Put people, events and objects in order of when they happened, using a given scale.</p> <p>Use a timeline to place important events.</p>	<p>Understand common words and phrases relating to the passing of time. Understand timelines can be divided into BC and AD. Place periods of history studied onto a given timeline.</p> <p>Use dates to order significant events from the periods studied, on given timelines.</p> <p>Use a time line to place historical events in chronological order.</p> <p>Place periods of study on a timeline, using BC and AD.</p>	<p>Understand common words and phrases relating to the passing of time. Use timelines to place key events from within the period studied.</p> <p>Use dates to order significant events from the periods studied.</p> <p>Use a time line to place historical events in chronological order.</p> <p>Place periods of study on a timeline, using BC and AD.</p>	<p>Understand common words and phrases relating to the passing of time. Use a given timeline to place local, national and international events within a period of history.</p> <p>Use a timeline to demonstrate changes in one key area (e.g. technology, religion, leisure).</p> <p>Use a time line to place historical events in chronological order.</p> <p>Place periods of study on a timeline, using BC and AD.</p>	<p>Understand common words and phrases relating to the passing of time. Use a timeline to place a range of periods from around the world, some occurring concurrently.</p> <p>Use a timeline to place a range of periods from around the world, some occurring concurrently.</p> <p>Use a scaled time line to place historical events in chronological order.</p> <p>Place periods of study on a timeline, using BC and AD.</p>
Vocabulary	<p>now, then, old, older, new, newer</p> <p>today, yesterday, tomorrow, last week, last year</p>	<p>year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory</p>	<p>chronological order, anachronism, era, period, recently, old fashioned, traditional,</p>	<p>Anno Domini, Before Christ, passing of time, common era, before the common era, millennium, circa</p>	<p>cause, effect, chronology, 18th/19th/20th century</p>	<p>reign</p>	<p>concurrently</p>

Historical Enquiry	<p>Use physical sources from the past in relation to topics covered. E.g. toys in the past / ICT through the years – old cameras tape players etc.</p>	<p>Ask simple questions about a significant event in history. Use a given source (e.g. diary entry, artefacts) to find facts about the past.</p> <p>Look at objects from the past and ask/answer simple questions.</p>	<p>Ask a range of questions about the past (Who? What? When? Why?)</p> <p>Ask questions about the past.</p> <p>Understand that a source provides information about the past and that there are different types of sources.</p> <p>Know the difference between primary and secondary sources.</p> <p>Use the terms primary and secondary source.</p>	<p>Ask focused questions in order to find out specific information about the past.</p> <p>Ask focused questions and use research to find answers about the past.</p> <p>Use a number of given sources to infer information about the past.</p> <p>Select and record relevant information from written sources.</p> <p>Use a range of suggested sources to find out/infer relevant information about the past.</p> <p>Explore the idea that there are different accounts of history.</p>	<p>Develop and adapt questions based on what they find and what they still need to know.</p> <p>Use research findings to pose new questions.</p> <p>Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).</p> <p>Suggest which sources of evidence could be used to find out about the period studied.</p> <p>Use their own sources to find out/infer relevant information about the past.</p> <p>Look at different versions of the same event in history and identify differences. (primary & secondary)</p>	<p>Identify fact and opinion within a written source.</p> <p>Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.</p> <p>Investigate own lines of enquiry by posing questions to answer and carrying out detailed research.</p> <p>Realise there is often not a single answer to historical questions.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Know that people both in the past and present have a point of view and this can affect interpretation.</p> <p>Evaluate evidence to choose the most reliable form.</p>	<p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Select the most appropriate source of evidence for a particular task.</p> <p>Investigate own lines of enquiry by carrying out detailed research using the most appropriate source.</p> <p>Realise there is often not a single answer to historical questions.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinterpretation.</p> <p>Evaluate evidence to choose the most reliable form.</p>
Vocabulary	who, what	<p>source, artefacts, why? where? when? opinion, viewpoint, detective, historians</p> <p>This source tells me..</p>	<p>impact, primary source (first hand evidence), secondary source (second hand evidence), investigate, experts, research, evidence, fact,</p>	<p>enquiry, infer, relevance. continuity, perhaps, maybe, could be, impact, importance, significance, reason, effect</p> <p>This suggests/implies...</p>	<p>hypotheses, change, continuity</p> <p>My conclusion is.., The evidence suggests, on one hand...</p>	<p>consequence, plausible, interpret, validity, impression</p> <p>This supports/contradicts the idea that...</p>	<p>reliability, subjective, objective, bias, justification</p> <p>The source omits to mention...</p>