



Sea Mills Primary School – Historians Skills Progression EYFS & KSI

Birth to 5 2 year olds	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting monuments, parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our historically, culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.						
Development Matters 3-4 Year Olds	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life now and in the past, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: Understanding the world Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures - Begin to make sense of their own life-story and family's history - Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past						
	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Historians unit	Who are we? Dinosaurs/ transport	Toys from the past. Local history	Victorians Brunel	Romans Ancient Britain	Anglo Saxons and Vikings Tudors	Ancient greeks Mayans	Victorians and ancient Britains How do we all live together?

National Curriculum Skills	- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. - know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - understand some of the ways in which we find out about the past and identify different ways in which it is represented. use a wide vocabulary of everyday historical terms.			- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study - address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - understand how our knowledge of the past is constructed from a range of sources - note connections, contrasts and trends over time develop the appropriate use of historical terms		
Target Tracker Section	Target Tracker Statements					
Chronological Understanding	Begin to make sense of their own life-story and family's history.	Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time.	Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. Show an awareness of the past, using common words and phrases relating to the passing of time.	Describe memories of key events in his/her life using historical vocabulary. Use an increasing range of common words and phrases relating to the passing of time.	Place some historical periods in a chronological framework. Use historic terms related to the period of study.	Use dates to order and place events on a timeline.
Historical Enquiry	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Ask and answer relevant basic questions about the past. Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'.	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	Use a variety of resources to find out about aspects of life in the past. (from Y4 TT)	Use sources of information in ways that go beyond simple observations to answer questions about the past. Compare sources of information available for the study of different times in the past. Understand how our knowledge of the past is constructed from a range of sources. (from Y6 TT)	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Make confident use of a variety of sources for independent research.

Historical Interpretations	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.	Relate his/her own account of an event and understand that others may give a different version.	Describe changes within living memory and aspects of change in national life. Describe significant historical events, people and places in his/her own locality. Describe events beyond living memory that are significant nationally or globally. *		Understand that we use a variety of sources to tell us different things. <i>(From Y3 TT)</i> Understand that sources can contradict each other.	Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period of time studied.	Evaluate the usefulness of a variety of sources. <i>(from Y5 TT)</i>
Organisation & Communication	Talk about the lives of people around them and their roles in society.	Talk, draw or write about aspects of the past.	Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing. Use a wide vocabulary of everyday historical terms.		Communicate his/her learning in an organised and structured way, using appropriate terminology.	Provide an account of a historical event based on more than one source Present findings and communicate knowledge and understanding in different ways.	
Understanding of Events, People, Changes	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand key features of events. Identify some similarities and differences between ways of life in different periods.	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects	<i>(from Y6 TT)</i> Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. Describe a local history study.			

			of life in different periods.	Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (from Y6 TT) Tudor Maps	Describe the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared – Ancient Sumer) Describe the Roman Empire and its impact on Britain.** (from Y6 TT) Describe Britain's settlement by Anglo-Saxons and Scots.** (from Y6 TT) Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.** (from Y6 TT)	Give some reasons for some important historical events. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (from Y6 TT/Tudor Traders Describe the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (from Y6 TT)	Describe changes in Britain from the Stone Age to the Iron Age Describe a study of Ancient Greek life and achievements and their influence on the western world. Use evidence to support arguments.
Vocabulary bank	ancient/modern B.C (Before Christ) A.D (Anno Domini) thousands of years millennium prehistory/history archaeologist archaeology ancient conquest invasion civilisation Emperor Empire sources importance significance	B.C.E (Before the Common Era) C.E (The Common Era) culture achievements legacy democracy reliable/unreliable source consequences cause/s I can infer... My conclusion is that...	extent of change extent of continuity turning point legislation experiences oral history primary evidence secondary evidence eye witness that... impression interpretation On one hand...	variety of sources the purpose bias propaganda one sided biased motive extent of continuity extent of change The source omits to mention... could have been might have been may			

	legacy impact effects reason change continuity I think...because Historians think...because This suggests... Perhaps...		On the other hand... However... This source suggests that... This source doesn't show...	
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