

HISTORY SKILLS PROGRESSION 2021 Range and Depth of Historical Knowledge St Albans C of E

	EYFS1	EYFS 2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Range and Depth of Historical Knowledge	<p>Recognise difference between past and present.</p> <p>Recount stories about the past.</p>	<p>Recognise difference between past and present, old/new/ young/old Adult/baby.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Recount stories about the past.</p>	<p>Recognise the difference between past and present in their own and others' lives and lives of others at different times.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Know why some people and events are remembered by others: eg Royal wedding, Gunpowder plot.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know that events, and people are seen as significant because they result in change. Can explain why some events in the past were significant.</p> <p>Identify similarities and differences between ways of life at different times</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about who was important eg in a simple historical account.</p> <p>Know how to make simple observations about different types of people, events and beliefs in society.</p>	<p>Find out about everyday lives of people in time studied. Compare with our life today.</p> <p>Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p> <p>Talk about who was important eg in a simple historical account.</p> <p>Know that events, and people are seen as significant because they result in change.</p> <p>They had consequences for people at and or over time.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, beliefs.</p>	<p>Identify key features and events of time studied. Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Know that events, people and developments are seen as significant because they result in change.</p> <p>They had consequences for people at and or over time.</p> <p>They can give oral and written explanations of why something is significant.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, beliefs.</p> <p>Know how to identify and begin to describe</p>	<p>Study different aspects of different people - differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare aspect of life with the same aspect in another period.</p> <p>Identify historically significant people and events in situations.</p> <p>Understands and can explain the reasons why people, events and developments are significant.</p> <p>Know how to identify and describe continuity and change across different periods and societies, using evidence to support an answer.</p> <p>Know how to show understanding of similarities and differences of different social, cultural and ethnic diversity in Britain and the wider world. Know how to give reasons why some events, people or</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Identify historically significant people and events in situations.</p> <p>Understands and can explain, using evidence the reasons why people, events and developments are significant.</p> <p>Know how to identify and</p>

					Know how to identify and begin to describe historically significant people and events in situations.	historically significant people and events in situations.	developments are seen as more significant than others.	describe continuity and change across different periods and societies, using evidence to support an answer. Know how to show understanding of similarities and differences of different social, cultural and ethnic diversity in Britain and the wider world. Know how to give reasons why some events, people or developments are seen as more significant than others.
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