



History Skills Overview

EYFS	<p>Understanding the World: People and the communities 30-50mths</p> <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experiences. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. <p>ELG Talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Understanding the World: The World 30-50mths</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • Talk about some of the things they have observed, such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. <p>40-60mths</p> <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. <p>ELG Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.</p>
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Aspects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	I can place known events in the order of when they happened.	I can show an awareness of the past, using common words and phrases relating to the passing of time.	I can use an increasing range of common words and phrases relating to the passing of time.	I can place some historical periods in a chronological framework.	I can use dates to order and place events on a timeline.	
	I can sequence events and recount changes within living memory (chronological understanding).	I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.	<i>Begin to: I can place some historical periods in a chronological framework.</i>	I can use historic terms related to the period of study.		
	I can use common words and phrases relating to the passing of time.					
History Enquiry	I can find answers to some simple questions about the past from simple sources of information.	I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.	<i>Begin to: I can use sources of information in ways that go beyond simple observations to answer questions about the past.</i>	I can use sources of information in ways that go beyond simple observations to answer questions about the past.	I can compare sources of information available for the study of different times in the past.	I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
	I can describe some simple similarities and differences between man-made objects.	I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	<i>Begin to: I can use a variety of resources to find out about aspects of life in the past (historical enquiry).</i>	I can use a variety of resources to find out about aspects of life in the past (historical enquiry).		I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	I can sort historical objects from 'then' and 'now'.					I can understand how our knowledge of the past is constructed from a range of sources.

	I can ask and answer relevant basic questions about the past.					I can make confident use of a variety of sources for independent research.
Historical Interpretations	I can relate my own account of an event and understand that others may give a different version.	I can describe changes within living memory and aspects of change in national life.		I can understand that sources can contradict each other.	I can make comparisons between aspects of periods of history and the present day.	
		I can describe events beyond living memory that are significant nationally or globally.			I can understand that the type of information available depends on the period of time studied.	
		I can describe significant historical events, people and places locally.			I can evaluate the usefulness of a variety of sources.	
Organisation & Communication	I can talk, draw or write about aspects of the past.	I can use a wide vocabulary of everyday historical terms.	<i>Begin to: I can explain what I have learned in an organised and structured way, using appropriate terminology.</i>	I can explain what I have learned in an organised and structured way, using appropriate terminology.	I can present findings and communicate knowledge and understanding in different ways.	
		I can speak about how I have found out about the past.			I can provide an account of a historical event based on more than one source.	
		I can record what I have learned by drawing and writing.				
Understanding of Events, People & Changes	I can understand key features of events.	I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods			I can give some reasons for some important historical events.	I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
	I can identify some similarities and differences					I can note connections, contrasts and trends over

	between ways of life in different periods.					time and show some use of historical terms.
						I can describe changes in Britain from the Stone Age to the Iron Age.
						I can describe the Roman Empire and its impact on Britain.
						I can describe Britain's settlement by Anglo-Saxons and Scots.
						I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
						I can describe a local history study.
						I can describe a study of an aspect or theme in British history beyond 1066. I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them.
						I can describe a study of Ancient Greek life and achievements and their influence on the western world.
						I can describe a non-European society that provides contrasts with British history.
						I can use evidence to support arguments.