

Treeton Church of England - History skills progression: Understanding chronology

	EYFS		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	Nursery	Reception ELG - Bold	Basic	Advancing (Deep) Essentials curriculum milestone 1 - bold	Basic	Advancing (Deep) Essentials curriculum milestone 2 - bold	Basic	Advancing (Deep) Essentials curriculum milestone 3- bold
Threshold concept: Understanding chronology	Retell a simple past event in the correct order.	Begins to sequence some events or at least 2 related objects in order.	Sequence some events in their life.	Place events and artefacts in order on a time line, e.g. Puts at least 3 people, events or objects in order using a given scale.	Uses timelines within a specific time in history to place events in order.	Place events, artefacts and historical figures on a time line using dates.	Sequences historical periods. Uses timelines to place and sequence local, national and international events	Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
	Sort objects into old and new. Uses some words and phrases: old, new, days, weeks, this week last week.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Uses words and phrases: old, new, young, days, months, years, long time ago, past/present, older/newer	Label time lines with words or phrases such as: past, present, older and newer. E.g. Uses words and phrases such as recently, before, after, now, later during, while.	Uses words and phrases on a timeline: century, decade.	Understand the concept of change over time, representing this, along with evidence, on a time line.	Use relevant historical language and period labels.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
		Understand the past through settings, characters and events encountered in books read in class and storytelling.	Recount changes in their own lives. Remembers parts of stories and memories about the past. Tell others about when they were little and note changes in their life.	Recount changes that have occurred in their own lives, e.g. Uses past and present when telling others about an event.	Sequence several events or artefacts in order.	Can explain how a specific time period differs from another/today. Begins to look at social cultural differences.	Uses more sophisticated time markers within, as well as between periods.	Identify periods of rapid change in history and contrast them with times of relatively little change.
		Knows that things in the past often look different.		Use dates where appropriate. Can sequence events in simple narrative. Begin to recognise CE and BCE (Previously BC and AD	Can talk about the past in terms of periods e.g. Stone age, Bronze age, Egyptian and Roman, and understand there are differences an how things have changed between the two.	Use dates and terms to describe events. Can talk about three periods of time. Can talk about the past in terms of periods.	Make comparisons between different times in the past.	Use dates and terms accurately in describing events. Can make links between three periods in history, comparing, spotting similarities differences.

Treeton Church of England - History skills progression: Investigate and interpret the past

	EYFS		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Nursery	Reception ELG - Bold	Basic	Advancing (Deep) Essentials curriculum milestone 1 - bold	Basic	Advancing (Deep) Essentials curriculum milestone 2 - bold	Basic	Advancing (Deep) Essentials curriculum milestone 3- bold
<p>Threshold concept:</p> <p>Investigate and interpret the past (Historical enquiry)</p>	Answer simple questions about objects or pictures from the past.	Answers simple questions about objects or pictures from the past.	Finds answers to simple questions about the past from sources of information (eg. pictures, artefacts and stories)	Observe or handle evidence to ask questions and find answers to questions about the past.	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognise primary and secondary sources.	Use sources of evidence to deduce information about the past. Evaluates the usefulness and accurateness of different sources of evidence.
		Begins to ask simple questions e.g. who could that be? Is it like my life now?	Begins to ask simple questions related to their own past e.g. how have I changed? Is this like my life now? Why?	Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',	Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.	Use evidence to ask questions and find answers to questions about the past.	Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Select relevant sections of information Realises that there is often not a single answer to historical questions.	Asks a range of questions about the past to further understanding and also can form their own opinions about historical events from a range of evidence. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. · Understand that no single source of evidence gives the full answer to questions about the past
	Look at pictures and read stories to find out about the past.	Look at pictures and read stories to find out about the past.	Use artefacts, pictures, stories and online sources to find out about the past.	Use artefacts, pictures, stories, online sources and databases to find out about the past.	Observe small details - artefacts, pictures Select and record information relevant to the study Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past.	Suggest suitable sources for evidence for historical enquiry	Select suitable sources evidence to build up a picture of a past event.	Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past
		Begins to respond to simple questions asking why did that happen, within history contexts and across the provision.	Question why things happen and give simple explanations .	Identify some of the different ways the past has been represented	Sees that events have more than one cause and can explain slightly more complex events e.g. larger scale events or to do with actions of groups of people.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. . Suggest causes and consequences of some of the main events and changes in history.	Identify and give reasons for, results of, historical events, situations, changes. Realises that events usually happen for a combination of reasons, even though there is still some element of listing. Moving from two causes to realising that you need to give several causes to explain some events; Sees causes might be connected in some way.	Seek out and analyse a wide range of evidence in order to justify claims about the past. . Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Treeton Church of England - History knowledge progression: Building an overview of world history

	EYFS		Key stage 1		Lower key stage 2		Upper Key stage 2	
	Nursery	Reception ELG - Bold	Basic	Advancing (Deep) Essentials curriculum milestone 1 - bold	Basic	Advancing (Deep) Essentials curriculum milestone 2 - bold	Basic	Advancing (Deep) Essentials curriculum milestone 3- bold
<p>Threshold concept:</p> <p>Build an overview of world history (Historical knowledge)</p>	Recognise the difference between past and present.	Know about past and present events in their own lives.	Know and recount episodes from stories about the past, knowing key events.	Describe historical events including key dates.	Identify key features and events of time studied.	Give a broad overview of life in Britain from ancient until medieval times.	Know key dates, characters and events of time studied	Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times
			Recognise the difference between past and present in their own and others' lives and lives of others at different times.	Identify similarities and differences between ways of life at different time	Find out about everyday lives of people in time studied. Compare with our life today	Compare some of the times studied with those of other areas of interest around the world. (Identify key features and events of time studied. Look for links and effects in time studied.)	Compare life in early and late 'times' studied. Compare aspect of life with the same aspect in another period. Understands and can explain the reasons why people, events and developments are significant.	Compare some of the times studied with those of the other areas of interest around the world.
		Talk about the lives of the people around them and their roles in society;	Talk about significant people from the past, e.g. their names and the reason they were significant.	Describe significant people from the past, e.g. Begin to talk about who was important e.g. in a simple historical account	Talk about who was important e.g. in a simple historical account.	Identify historically significant people	Identify historically significant people and events in situations.	Identify historically significant people and events in situations.
				Talk about reasons for people's actions.	Identify reasons for and results of people's actions.	Describe the social, ethnic, cultural or religious diversity of past society.	Study different aspects of different people including differences between men and women.	Describe the social, ethnic, cultural or religious diversity of past society. e.g. Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
	Begin to recognise special times or events for family or friends, e.g. birthdays.	Begin to recognise and describe special times or events for family or friends .	Recognise and describe special times or events for family or friends. Know why some people and events are remembered by others: eg Royal wedding / Gun Powder Plot	Recognise that there are reasons why people in the past acted as they did, e.g Recognise why people did things, why events happened and what happened as a result.	Know that events, and people are seen as significant because they result in change. They had consequences for people at and or over time.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Offer a reasonable explanation for some events.	Examine causes and results of great events and the impact on people.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children, e.g. Compare beliefs and behaviour with another time studied.

						Describe changes that have happened in the locality of the school throughout history.		Identify continuity and change in the history of the locality of the school.

Treeton Church of England - History skills progression: Communicate Historically

	Reception ELG bold	End of KS1 Essentials curriculum milestones bold	End of Lower KS2	End of Upper KS2 Essentials curriculum milestones bold
<p>Threshold concept:</p> <p>Communicate historically</p> <p>This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Update</p>	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <p>(See vocabulary progression document)</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <p>(See vocabulary progression document)</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. <p>(See vocabulary progression document)</p>