

## History disciplinary skills progression

Alongside the substantive concepts children will be taught through our History curriculum, children will also be taught disciplinary skills. These are skills which relate to how historians investigate the past, make enquiries and construct historical claims. They include chronological knowledge, historical terms (vocabulary), historical enquiry, historical interpretations, continuity and change, similarity and difference, cause and consequence and historical significance. These skills will be introduced in EYFS and



### Subject Leader: Miss Ashbrook

	Early Years	Key Stage 1	Key Stage 2
Chronological knowledge (including characteristics of time periods)	<ul style="list-style-type: none"> <li>Use everyday language relating to time</li> <li>Order and sequence events</li> <li>Describe story settings, events and characters</li> <li>Talk about past and present</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past</li> <li>Use common words and phrases relating to the passing of time</li> <li>Know where studied places, people and events fit in a chronological timeline</li> <li>Identify some similarities and differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within and across periods studied</li> <li>Note connections, contrasts and trends over time</li> </ul>
Historical terms (vocabulary)	<ul style="list-style-type: none"> <li>Extend vocabulary by grouping and naming, exploring word meanings and sounds of new words</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>Be curious about people, places and objects and show an interest</li> <li>Ask and answer 'why' and 'how' questions</li> <li>Explain own knowledge and understanding</li> <li>Know where to retrieve information (books, computers etc.)</li> <li>Record using marks they can interpret and explain</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Understand some ways we find out about the past</li> <li>Choose and use parts of stories and other sources to show an understanding of continuity and change, similarities and differences, cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses by selecting and organising relevant historical information</li> </ul>
Historical interpretations	<ul style="list-style-type: none"> <li>Explain what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving some reasons for this</li> </ul>
Continuity and change	<ul style="list-style-type: none"> <li>Look closely at similarities and differences, patterns and change</li> <li>Develop an understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make links between main events, situations and changes within and across different periods/societies</li> </ul>
Similarity and difference	<ul style="list-style-type: none"> <li>Know and similarities and differences between themselves and others and amongst families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Make simple observations about different types of people, events and beliefs within periods</li> </ul>	<ul style="list-style-type: none"> <li>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</li> <li>Make observations about what was the same and/or different in studied periods</li> </ul>
Cause and consequence	<ul style="list-style-type: none"> <li>Questions why things happen and give explanations</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened about what happened as a result of this</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for, and the result of, historical events, situations and changes</li> </ul>
Historical significance	<ul style="list-style-type: none"> <li>Recognise and describe special times or events for themselves and their family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who was important (e.g. In a simple historical account)</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>

