

History Skills Map



These are the key skills which should be taught in year groups to ensure progression in History across the school. You will notice that the repetition of these skills as children should be continually building on them as they move through the school. Some skills fulfil the requirements of more than one of the strands, so several skills can be highlighted after one lesson.

Year Group	Key Skills				
	To understand chronology	To understand key concepts	To interpret historical evidence	To encourage historical enquiry	To encourage historical communication
EYFS	<p>I am beginning to develop chronological understanding by;</p> <ul style="list-style-type: none"> Recognising the difference between long ago and now. Comparing modern and old objects by putting 2 objects or events in order Recognising my life is different from the 	<p>I am beginning to develop my understanding of this concept by;</p> <ul style="list-style-type: none"> Beginning to understand the passage of time. Recalling some simple facts Putting 2 events or objects in order. 	<p>I can begin to use evidence to develop my judgement and perspective by;</p> <ul style="list-style-type: none"> Looking at or touching objects from the past and commenting on their appearance. Recognising that the past is 	<p>I am inspired to ask questions about the past by;</p> <ul style="list-style-type: none"> Beginning to show interest in the past. Beginning to ask questions about artefacts, suggesting what they 	<p>I am beginning to create my own historical accounts by;</p> <ul style="list-style-type: none"> Showing awareness of the past. Showing interest in the past. Beginning to use the correct words such as

	<p>lives of people in the past.</p> <ul style="list-style-type: none"> ● Beginning to show an understanding of time. 	<ul style="list-style-type: none"> ● Giving one cause of an event 	<p>different from today.</p> <ul style="list-style-type: none"> ● Looking at the differences between “long ago” and “now”. ● Giving you my own view on why something happened in the past or how I know. 	<p>might be used for.</p> <ul style="list-style-type: none"> ● Beginning to make comparisons between modern and old objects. ● Finding answers to simple questions from a piece of writing or a picture 	<p>“yesterday, past etc.”</p> <ul style="list-style-type: none"> ● Telling you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing.
1	<p>I am continuing to develop chronological understanding by;</p> <ul style="list-style-type: none"> ● Being able to identify events in the past and present (older and newer) ● Naming a few people in the past who have contributed to national and international achievements. 	<p>I am continuing to develop my understanding of this concept by;</p> <ul style="list-style-type: none"> ● Identifying similarities and differences between different times. ● Telling you about some of the people or events from my work 	<p>I can continue to use evidence to develop my judgement and perspective by;</p> <ul style="list-style-type: none"> ● Beginning to comment on ideas learned in lessons. ● Beginning to understand that we find out about the past 	<p>I am inspired to ask questions about the past by;</p> <ul style="list-style-type: none"> ● Handling and thinking about artefacts ● Asking questions. ● Beginning to think about how I might 	<p>I am beginning to create my own historical accounts by;</p> <ul style="list-style-type: none"> ● Using common words & phrases relating to passing of time (a long time ago, recently, etc.) ● Beginning to use topic

	<ul style="list-style-type: none"> • Recognising my life is different from the lives of people in the past • Putting a few objects/ events in order 	<ul style="list-style-type: none"> • Beginning to understand that events happen for lots of reasons 	<p>in different ways.</p> <ul style="list-style-type: none"> • Beginning to ask questions about the past. 	<p>find out answers.</p> <ul style="list-style-type: none"> • Beginning to find information about a person or event from stories and other sources 	<p>vocabulary in context</p>
2	<p>I am continuing to develop chronological understanding by;</p> <ul style="list-style-type: none"> • Knowing where the people and events I have studied fit on a basic timeline. • Telling you a few similarities and differences between ways of life at different times. • Naming a few people in the past who have contributed to national and 	<p>I am continuing to develop my understanding of this concept by;</p> <ul style="list-style-type: none"> • Identifying similarities and differences between different times. • Telling you about some of the people or events from my work • Giving more than one cause of an event and giving a reason why people 	<p>I can continue to use evidence to develop my judgement and perspective by;</p> <ul style="list-style-type: none"> • Developing an awareness of the past and commenting on what I have learned • Understanding some of the ways in which we find out about the past. • Telling you a few ways how 	<p>I am inspired to ask questions about the past by;</p> <ul style="list-style-type: none"> • Handling and thinking about artefacts • Asking questions. • Thinking about how I might find out answers. • Developing skills to study history by hypothesising, 	<p>I am beginning to create my own historical accounts by;</p> <ul style="list-style-type: none"> • Using common words & phrases relating to passing of time (a long time ago, recently, etc.) • Telling you about a time before I was born and can comparing aspects of life in different

	<p>international achievements.</p> <ul style="list-style-type: none"> • Beginning to use some dates and everyday terms to describe the passing of time • Being able to recount changes which have happened in my lifetime 	<p>in the past acted as they did.</p> <ul style="list-style-type: none"> • Being able to reflect on the significance of what I have learnt about the past. 	<p>the past has been presented or described.</p> <ul style="list-style-type: none"> • Beginning to understand the importance of basing my ideas on evidence • Developing the skills of raising questions about the past. 	<p>(questioning and investigating).</p> <ul style="list-style-type: none"> • Choosing and using parts of stories and other sources of information to show I know and understand key features of events or people's lives studied. 	<p>periods linked to significant people or people I know in different ways using everyday historical terms.</p> <ul style="list-style-type: none"> • Recounting stories accurately and explaining why some people and events were important. • Confidently using topic vocabulary in context
<p>3</p>	<p>I am continuing to develop chronological understanding by;</p> <ul style="list-style-type: none"> • Understanding that the past is divided into differently named periods of time and using some dates to 	<p>I am continuing to develop my understanding of this concept by;</p> <ul style="list-style-type: none"> • Making a few connections and contrasts e.g. 	<p>I am beginning to think critically and weigh evidence to develop perspective and judgement by;</p> <ul style="list-style-type: none"> • Describing how the past can be represented or 	<p>I am inspired to ask questions about the past by;</p> <ul style="list-style-type: none"> • Answering and sometimes devising my own historically valid questions. 	<p>I am beginning to create my own historical accounts by;</p> <ul style="list-style-type: none"> • Presenting recalled or selected information in a variety of ways using

	<p>explain British, local and world history.</p> <ul style="list-style-type: none"> • Putting artefacts or information in chronological order. • Beginning to develop an understanding of duration. • Beginning to talk about links to other time periods and civilisations. 	<p>Change, cause, similarity, difference, and significance.</p> <ul style="list-style-type: none"> • Telling you a range of similarities/ differences between different times in the past in periods covered so far. 	<p>interpreted in a few different ways.</p> <ul style="list-style-type: none"> • Understanding the difference between Primary and Secondary sources. 	<ul style="list-style-type: none"> • Using one or more sources of information to help me answer questions about the past in sentences. 	<p>topic related vocabulary.</p> <ul style="list-style-type: none"> • Writing sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. • Beginning to refer to events more accurately in context of chronology
4	<p>I am continuing to develop chronological understanding by;</p> <ul style="list-style-type: none"> • Placing events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. 	<p>I am continuing to develop my understanding of this concept by;</p> <ul style="list-style-type: none"> • Giving a few reasons for and the results of the main events and changes of a time studied. • Making a few 	<p>I am beginning to think critically and weigh evidence to develop perspective and judgement by;</p> <ul style="list-style-type: none"> • Describing how the past can be represented or interpreted in a few different ways. 	<p>I am inspired to ask questions about the past by;</p> <ul style="list-style-type: none"> • Making deductions and justifying with evidence • Being able to identify explicit and implicit 	<p>I am beginning to create my own historical accounts by;</p> <ul style="list-style-type: none"> • Presenting recalled or selected information in a variety of ways using topic related vocabulary.

	<ul style="list-style-type: none"> • Having a clear understanding of the duration of events. • Understanding the concept of change over time. 	<p>connections and contrasts eg. change, cause, similarity, difference, and significance.</p> <ul style="list-style-type: none"> • Telling you a range of similarities/ differences between different times in the past in periods covered so far. 	<ul style="list-style-type: none"> • Understanding the difference between Primary and Secondary sources. 	<p>evidence from a source.</p> <ul style="list-style-type: none"> • Starting to suggest suitable sources of evidence • Beginning to give reasons and results for changes and events. 	<ul style="list-style-type: none"> • Writing sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. • Beginning to refer to events more accurately in context of chronology
5	<p>I am demonstrating a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world by;</p> <ul style="list-style-type: none"> • Understanding the concept of change across different time periods and represent them on a timeline. • Beginning too identify links to other time 	<p>I show my understanding historical concepts such as cause & consequence, continuity, change, similarity, difference etc. by;</p> <ul style="list-style-type: none"> • Beginning to devise questions about change, cause, similarity, difference and significance of 	<p>I can think critically, weigh evidence, sift arguments, and develop perspective and judgement by;</p> <ul style="list-style-type: none"> • Recognising that different versions of past events exist and why that might be the case. 	<p>I show my understanding of the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims by;</p> <ul style="list-style-type: none"> • Beginning to devise and answer my own historically valid questions 	<p>I can create my own structured accounts, including written narratives and analyses by;</p> <ul style="list-style-type: none"> • Using key historical terms and topic related vocabulary accurately e.g. century, decade,

	<p>periods that have been studied</p> <ul style="list-style-type: none"> • Beginning to demonstrate an understanding of local, national and global history. 	<p>people or events in a wider context.</p> <ul style="list-style-type: none"> • Beginning to understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. • Beginning to recognise the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. • Starting to recognise trends over time • Starting to recognise the relationship between different 	<ul style="list-style-type: none"> • Beginning to select and combine ideas from different sources • Beginning to consider different viewpoints and the ideas of bias or anachronism. 	<ul style="list-style-type: none"> • Beginning to evaluate a range of historical sources • Recognising that our knowledge of the past is made up from a range of sources 	<p>deduce, dates, era.</p> <ul style="list-style-type: none"> • Confidently using/applying mathematical skills when placing events in chronological order, using place value, negative nos. etc. • Confidently using literacy skills to communicate information about the past. • Beginning to make valid comparisons between time periods. • Demonstrate increasing historical
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		periods and the legacy or impacts for me and my identity			knowledge about time periods that have been studied.
6	<p>I am demonstrating a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world by;</p> <ul style="list-style-type: none"> • Showing a secure knowledge and understanding of local, national and global history. • Telling the story of events within and across the time periods I have studied and representing them on a timeline. • Identifying specific changes within and across different periods over a long arc of development. 	<p>I show my understanding historical concepts such as cause & consequence, continuity, change, similarity, difference etc. by;</p> <ul style="list-style-type: none"> • Understanding change and continuity. • Devising questions about change, cause, similarity, difference and significance of people or events in a wider context. • Understanding the complexity of people's lives in the past and how some societies are 	<p>I can think critically, weigh evidence, sift arguments, and develop perspective and judgement by;</p> <ul style="list-style-type: none"> • Explaining that the past can be represented or interpreted in many different ways. • Being aware of different views about people and events studied and giving some reasons why different versions of the past exist. 	<p>I show my understanding of the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims by;</p> <ul style="list-style-type: none"> • Answering and devising my own historically valid questions. • Evaluating a range of historical sources. • Making perceptive deductions about the reliability of sources. 	<p>I can create my own structured accounts, including written narratives and analyses by;</p> <ul style="list-style-type: none"> • Constructing informed responses by thoughtfully selecting and organising of relevant historical information. • Using key historical terms accurately e.g. century, decade, dates, era, deduce, hypothesis.

	<ul style="list-style-type: none"> ● Describing connections, contrasts and trends over short and longer time periods. (Social, political, religious, technological or cultural changes) 	<p>very different due to changes or challenges at the time.</p> <ul style="list-style-type: none"> ● Discussing trends over time. ● Seeing the relationship between different periods and the legacy or impacts for me and my identity. 	<ul style="list-style-type: none"> ● Evaluating and carefully selecting from a range of historical sources to find relevant historical information. ● Considering different viewpoints or thinking about bias or anachronism. 	<ul style="list-style-type: none"> ● Knowing how our knowledge of the past is constructed from a range of sources and selecting and organising relevant historical information from a range of historical sources. 	<ul style="list-style-type: none"> ● Making pertinent and valid comparisons between periods. ● Confidently using/applying mathematical skills when placing events in chronological order, using place value, negative nos. etc. ● Confidently using literacy skills to communicate information about the past. ● Demonstrating the increasing depth of my factual
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					knowledge and understanding about key historical concepts and societies to make links between them.
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