



History Progression of Skills

Chronological awareness

General

EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Begin to use simple language to talk about time (e.g. yesterday, today, tomorrow, last week). - Sequence events in their own lives using photos, stories or routines. - Recognise that some stories are set a long time ago. - Know that they started life as a baby but have since grown and changed. - Know that parents are older than children and grandparents are older than parents (concept of generations).	-Sequence events in their own lives and place them in order. - Use common words and phrases for the passing of time (e.g. now, then, before, after, long ago). - Place events and objects in chronological order on a simple timeline. - Know that 'the past' is events that have already happened and that within living memory is about 100 years.	- Sequence up to six photographs or artefacts, recognising intervals between events. - Place events on a timeline, building on Year 1 knowledge. - Begin to recognise how long events lasted. - Know that a decade is ten years and that beyond living memory is more than 100 years ago.	- Sequence events and artefacts on a timeline and begin to develop a chronologically secure knowledge of local, British and world history. - Understand that history is divided into periods (e.g. ancient, medieval, modern). - Use dates to calculate intervals and durations of events. - Know that BC means 'Before Christ' and AD means 'Anno Domini'. - Know that prehistory is the time before written records (Palaeolithic, Mesolithic,	- Use timelines to sequence significant events and periods securely. - Recognise and use terms related to history such as 'century', 'millennium', 'continuity', and 'ancient'. - Notice connections and contrasts over time. - Know the Tudor and Victorian periods and their dates. - Know that history is divided into periods and that AD is Latin for 'in the Year of the Lord'.	- Place historical periods studied into a wider chronological framework. - Use relevant dates and period labels (Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Victorians, Maya, Greeks). - Understand the term 'century' and how to date events accordingly. - Work out durations of periods/events and represent them to scale on a timeline	- Develop a chronologically secure understanding of British, local and world history across periods studied. - Relate current studies to previous periods studied, comparing and making connections. - Use AD/BC correctly and understand dating by centuries (e.g. 1500s = 16th century). - Understand how to create their own timeline selecting significant events and representing them to scale.



History Progression of Skills

			Neolithic, Bronze Age, Iron Age).			
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Disciplinary concepts

Change and continuity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notice changes in the environment and people over time.	Identify simple changes and continuities in their own lives.	Recognise some things which have changed or stayed the same over time.	Identify reasons for change and continuity and compare different periods.	Describe changes and continuity between periods of history and compare societies.	Explain reasons for change and continuity using historical terms	Analyse links between events and changes across time periods.

Cause and consequence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experience simple cause and effect in play.	Ask why things happened and begin to explain with support.	Ask and answer questions about why people did things and what happened as a result.	Identify consequences of events and people's actions.	Identify causes and consequences of events and actions of people.	Analyse and explain causes and consequences of events in more depth.	Explain causes and consequences with substantiated reasoning.



History Progression of Skills

Similarities and differences

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notice similarities and differences between the past and today using photos or stories.	Identify similarities and differences between their lives now and in the past.	Identify similarities and differences between ways of life in different times.	Identify similarities and differences in daily life between past and present.	Identify similarities and differences between societies and cultures studied.	Describe similarities and differences between societies and cultures studied.	Explain similarities and differences across cultures and societies studied.

Historical significance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recall special people in their own lives.	Recall special events and people in their own lives.	Discuss who was important in a historical event.	Recall important people and events and explain who is significant in sources.	Know that significant archaeological findings can change how we see the past.	Identify and compare significant people and events across time.	Assess the significance of people/events across different time periods.

Sources of evidence

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know that stories and books can tell us about the past.	Use artefacts, photos and simple sources to answer questions about the past.	Use artefacts, photographs and simple sources to ask and answer questions.	Use a range of sources to build a picture of a past event and notice details.	Use a range of sources and make inferences and deductions from evidence.	Recognise primary and secondary sources and evaluate their reliability and bias.	Evaluate reliability and usefulness of sources, including census and inventories.

Historical interpretations

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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History Progression of Skills

Recognise that different people may notice different things in photos/stories.	Recognise that the past can be represented in different ways (photos, stories).	Recognise that the past is represented in different ways and develop their own interpretations.	Identify different ways the past is represented and evaluate usefulness of sources.	Recognise that interpretations can change with new evidence	Compare different interpretations of the past and suggest explanations.	Analyse and evaluate different interpretations of the past.
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Historical enquiry

Enquiry skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask simple questions about the past using images and stories. Make simple observations about photos or artefacts. Decide whether a photograph or story shows the past or present. Communicate findings using simple language.	Ask and answer how/why questions about stories, events and people. Use artefacts and simple sources to answer questions. Make simple inferences from sources. Communicate findings through discussion, drama and simple writing.	Ask a range of questions about stories, events and people. Use sources to answer questions and evaluate usefulness. Make simple conclusions supported by evidence. Communicate answers in different ways (discussion, drama, writing).	Create historically-valid questions across time periods and groups. Use a range of sources to construct knowledge and extract information. Interpret evidence in different ways and make deductions from sources. Recognise that there may be multiple conclusions to a question.	Generate questions for different types of enquiry. Use a wide range of sources and identify primary/secondary evidence. Compare and contrast different sources and recognise bias. Reach substantiated conclusions and communicate findings in structured responses.	Plan a historical enquiry and suggest evidence required. Use different sources to substantiate claims and identify gaps in evidence. Interpret evidence using more than one source and challenge existing interpretations. Communicate understanding in diverse ways (writing, debates, drama, media).	Independently plan and carry out historical enquiries. Use a wide range of sources critically to reach substantiated conclusions. Evaluate evidence considering audience, purpose, accuracy and reliability. Construct well-organised accounts and imaginative reconstructions using evidence



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Substantive concepts

Power

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise leaders from stories or familiar people.	Describe roles of some historical leaders	Know that monarchs ruled kingdoms in Britain. - Begin to understand that power is exercised differently in different cultures.	Understand development of groups, kingdoms and monarchy in Britain. - Know who became the first ruler of England. - Understand expansion and collapse of empires.	Describe societal hierarchies including aristocracy and peasantry. - Understand reasons empires expanded and collapsed.	Explain monarchy, democracy and parliament in Britain. - Compare reasons for expansion and decline of empires.	Analyse how power influenced societies and people's lives across different times.

Invasion/settlement/migration

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise that people have moved/travelled in the past.	Identify reasons why people moved in the past.	Know that Britain was organised into kingdoms ruled by monarchs.	Know that invaders came to Britain for varied reasons. - Understand impact of settlers on the population.	Explain tensions caused by settlement and describe how settlements changed.	Know that migrants came from different parts of the world for different reasons.	Explain significance of migration in shaping British society over time.



History Progression of Skills

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Civilisation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise that people lived in groups in the past.	- Identify features of early civilisations studied.	Describe features of societies studied.	Understand how invaders influenced existing culture. - Know societies were organised differently in different cultures.	Understand role of education and different groups in societies.	Compare organisation of society in different cultures and roles of men and women.	Analyse features and impacts of early and later civilisations.

Trade

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise that people exchanged goods in the past.	Know simple examples of trade in the past.	Describe trade in societies studied	Know that prehistoric communities traded locally and across the Channel. - Understand role of Roman trade routes.	Understand impact of Viking trade and trading centres. - Know that trade develops in different times and ways.	Understand expansion of global trade routes and impact of new discoveries.	Evaluate significance of trade in shaping societies worldwide.

Beliefs

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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History Progression of Skills

Recognise that people held different beliefs in the past.	Know some stories and beliefs from the past.	Know that Britain had pagan beliefs and later Christianity. - Know that beliefs differ across cultures and times.	Understand how Christianity spread in Britain. - Compare beliefs in different cultures.	Know how societies practised and demonstrated their beliefs.	Understand impact of changing religions in Britain. - Identify impact of beliefs on society.	Evaluate role of beliefs in shaping societies over time.
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Achievements and follies of mankind

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise simple achievements from their own lives or stories.	Know some achievements and discoveries of significant individuals.	Identify achievements and inventions that still influence today.	Know the legacy of Romans, Anglo-Saxons and Vikings to Britain. - Know ancient civilisations contributed to technology, science and culture.	Identify achievements that influenced later societies. - Understand that archaeology changes our understanding.	Compare achievements of different civilisations. - Understand impact of war and technology on communities.	- Evaluate significance of achievements and follies across time and place.