

History Skills Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronological knowledge / understanding (including characteristic features of periods)	Use everyday language related to time Order and sequence some familiar events (through photographs: me as a baby; me now) Talk about past and present events in their own lives and in lives of family members.	Sequence events or two related objects in order of time Use words and phrases: old, new, now, then and yesterday Talk about memories about the past and recall stories from the past beyond their lifetime Identify similarities / differences between periods	Develop an awareness of the more distant past (beyond their lifetime & use vocabulary: beyond living memory) Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework (within/ beyond living memory) Identify similarities / differences between periods	Use timelines to place events in order that they have studied from memory Understand timelines can be divided into BC and AD Use words and phrases like century and decade	Name and place dates of significant periods of time/ events on a timeline Begin to understand how time periods studied link	Begin to sequence historical periods on a timeline and know which continent the period of time relates to Begin to understand and use term 'duration' and 'concurrent' Identify continuity & changes within and across historical periods	Continue to develop chronologically secure knowledge of history through talking & understanding different timelines Establish clear narratives within and across periods studied Note connections, contrasts and trends over time using accurate terminology
Historical enquiry - Using evidence / Communicating ideas	Be curious about people from the past and show interest in stories about the past Answer 'how' and 'why' questions ... in response to stories or events. Know that information can be retrieved from different places: books and computers, talking to people Record, using marks they can interpret and then talk to an adult about what these mean	Begin to understand some ways we find out about the past (supported by the teacher) Begin to suggest why something might be different and why people behaved differently in the past by analysing artefacts and pictorial sources	Understand some ways we find out about the past and utilise these with peers Ask and answer questions to explain why people in the past acted as they did Choose and use parts of stories and other artefacts, pictorial and written evidence sources to show understanding	Understand term 'source of evidence', primary source of evidence, secondary source of evidence Draw conclusions from sources with support Suggest reasons why periods in history are different	Use knowledge to compare features of past societies and periods of history to new learning Begin to recognise which sources would be useful for answering historical enquiries Begin to extract specific information from evidence (artefacts, pictorial and written) Begin to identify limitations of sources with support Describe how some of the past events in history affect our lives today	Identify some social, cultural, religious and ethnic diversities of societies being studied in UK and wider world Give short term cause and consequence of the main events, situations and changes in the period studied Identify changes and links within and across the time periods studied Begin to make decisions over which sources to use, justifying their source selection	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources & know the limitations of some sources Construct informed responses by selecting and organising relevant historical information Describe how some changes impact long term on today's society
Interpretations of history	Share knowledge about the past through role play, drawing and talking	Share knowledge about the past through role play, drawing, writing and talking Use artefacts and pictures from the past to stimulate discussion about the past Ask questions about the source	Identify different ways in which the past is represented Begin to identify fact and opinion from sources Identify differences from different sources eg 2 versions of the same event from different view points	Understand the difference between primary and secondary evidence sources Give reasons why there might be different accounts of history Ask questions of the source material and suggest sources of evidence to help answer the questions.	Begin to question the reliability of the source Begin to recognise there isn't a single answer to historical questions consider why there may be different accounts	Question the reliability of the source and give reasons why something is or isn't reliable Recognise there isn't a single answer to historical questions and give clear reasons why there may be different accounts Know that people represent events or ideas in ways that persuade others- bias	Understand that different versions of the past may exist, giving some reasons for this Evaluate the usefulness of the source understanding bias and propaganda Form own opinions from a range of sources Select the most appropriate source for a task

History Skills Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Continuity and change in and between periods	Look closely at similarities, differences, patterns and change: me as a baby; me now – still me but I look different (more grown up), different coloured hair Develop understanding of changes over time: I know I have grown from a baby, to a toddler to a child	Identify similarities / differences between ways of life at different times, their own life time, their parents life time and a period of history beyond that which is being studied from the past	Begin to identify similarities / differences between ways of life at different times, their own lifetime, their parents life time and a period of history beyond that in a place they have learned about	Identify similarities / differences between ways of life at different times comparing their own lifetime with that from another time period	Begin to describe and make links between main events, situations and changes within and across different periods	Describe and make links between main events, situations and changes within and across different periods/societies	Describe and make links between main events, situations and changes within and across different periods/societies Explore longer term impact of these changes
Cause and consequence	Question why things happen and listen to explanations	Question why things happen and give some simple explanations	Recognise why people did things linked to knowledge of the period in history being studied Consider, with support, why events happened and what happened as a result: how the GfOL changed fire fighting for the better	Recognise why people did things linked to previous knowledge,	Begin to identify and give simple reasons for historical events, situations, changes	Identify and give reasons for, results of, historical events, situations, changes	Identify and give evidenced reasons for, results of, historical events, situations, changes
Similarity/ Difference within a period/ situation (diversity)	Begin to identify similarities and differences between themselves and others	Identify and describe similarities and differences between themselves and others, and among different time periods	Begin to make simple observations about different types of people and events	Make simple observations about different types of people, events and beliefs within a society	Begin to describe social, cultural, religious diversity in Britain & the wider world	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Describe, and give evidence and draw reasons for, social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events/ people	Recognise and describe special times or events for family or friends: Remembrance Day	Talk about important people from the past and recall their stories: George Stephenson Begin to talk about 'legacy' Say whether they are inspired by the significant people	Talk about important people from the past and recall their stories: Grace Darling, eg in a simple historical account Talk about the legacy of the significant people Understand why the individual is significant and explain why	Talk about important groups of people from the past and recall their stories Talk about the legacy of the significant groups Say whether they are inspired by the significant people, why and how	Talk about important groups of people from the past and recall their stories to others Know how these people were able to do what they did, making links to prior learning of periods in history Say why they are inspired by them (or not) and as a group explore how this learning has changed them as a person	Begin to identify historically significant people and events in situations Explain why they are significant Describe the legacy of these people Say why they are inspired by them (or not) and with a partner explore how this learning has changed them as a person	Identify historically significant people and events in situations Explain why they are significant, detailing reasons Describe the legacy of these people and in detail Say why they are inspired by them (or not) and how this learning has changed them as a person
Historical terminology	Core vocab: past, now, different, same Other vocab chn are exposed to: today, yesterday, last week, last year, when I was a baby...	As EYFS AND: Core vocab: Within living memory, before living memory, Other vocab: same, different, change	As Year 1 AND: Core vocab: significant/ce individual/event, sequence, cause, consequence, evidence of the past: written, pictures, stories, books, internet Other vocab: past, present, future, important	As Year 2 AND: Core vocab: chronological (order of time), AD, BC/BCE, empire, invasion, archaeologist, civilisation, legacy, achievements, Other vocab: decade, ancient, settlement, conquer,	As Year 3 AND: Core vocab: invader, raider, settler, democracy, government, Other vocab: century, millennium, archaeology,	As Year 4 AND: Core vocab: Christianity, conversion, continuity, change, Other vocab: achievements, first civilisations, similarity, difference, significance, parliament	As Year 5 AND: Core vocab: Christianity, conversion, reliability, ideologies, Other vocab: Sources of evidence (primary, secondary), interpretation, validity, reliability