

# History Skills and Knowledge Progression



## EYFS

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Subject Domain	YEAR 1	YEAR 2
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Sequence up to three objects from different periods of time</li> <li>• Use words and phrases like: old, new and a long time ago</li> <li>• Recount things that happened when the children were little</li> <li>• Recognise that a story that is read may have happened a long time ago</li> <li>• Retell a familiar story set in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases like: before I was born, when I was younger</li> <li>• Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</li> <li>• Use the words 'past' and 'present' accurately</li> <li>• Use a range of appropriate words and phrases to describe the past</li> <li>• Sequence a set of events / photos in chronological order and give reasons for their order</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own and in others' lives</li> <li>• Know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise why people did things, what events happened and what happened as a result</li> <li>• Identify differences between ways of life at different times</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>• Distinguish between fact and fiction through historical stories</li> <li>• Compare and contrast the memories of adults and if these are the same about an event</li> </ul>	<ul style="list-style-type: none"> <li>• Compare 2 versions of a past event using sources</li> <li>• Discuss how reliable accounts / stories / photos are</li> <li>• Discuss and identify the different ways in which the past is represented</li> </ul>
<b>Historical Enquiry – Communicating ideas / evidence</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects</li> <li>• Find answers to simple questions about the past from sources of information</li> <li>• Be curious about people and show interest in stories</li> <li>• Know that information can be retrieved from books and computers</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle physical sources in order to ask and answer simple questions</li> <li>• Choose and use parts of stories and other sources to show understanding of concepts</li> </ul>
<b>Historical Enquiry – continuity / change cause / consequence significance similarities / differences</b>	<ul style="list-style-type: none"> <li>• Look closely at patterns, change and their similarities and differences</li> <li>• Develop deeper understanding about change over time, growth and decay</li> <li>• Ask questions about why things happen and give explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life at different times</li> <li>• Recognise why people did things, why events happened</li> <li>• Make simple observations about different types of people, events and beliefs within a society</li> <li>• Talk about who was important</li> </ul>
<b>Historical events and significant individuals</b>	<ul style="list-style-type: none"> <li>• Guy Fawkes</li> <li>• Remembrance Sunday</li> <li>• Neil Armstrong</li> <li>• 1969 Moon landings</li> </ul>	<ul style="list-style-type: none"> <li>• Remembrance Sunday</li> <li>• The Great Fire of London</li> <li>• Samuel Pepys</li> <li>• Charles II</li> </ul>


<ul style="list-style-type: none"> <li>• Mary Anning</li> <li>• African tribes, cultures and traditions</li> <li>• Blackbeard</li> <li>• Ann Bonny</li> </ul>	<ul style="list-style-type: none"> <li>• The Titanic</li> <li>• Ruth Becker</li> </ul>
---	--

### History Skills and Knowledge Progression



	YEAR 3	YEAR 4
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Describe events and periods using the words: BC/ BCE, AD/CE, decade, ancient, century</li> <li>• Describe events from the past using time dates</li> <li>• Use a timeline within a specific time in history to sequence key events</li> <li>• Use mathematical knowledge to work out how long ago events would have happened</li> <li>• Use some historical terms in order to describe and explain periods studied</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence recent history on a timeline</li> <li>• Use a timeline in greater detail to sequence periods studied and key events within these</li> <li>• Use mathematical skills to round up time differences between centuries and decades</li> <li>• Use a greater range of historical terms in order to describe, explain and discuss periods studied</li> <li>• Ask and answer more complex questions about the past</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>• Explore the everyday lives of people in time studied</li> <li>• Compare periods studied with our life today</li> <li>• Identify reasons for and the results of people's actions</li> <li>• Understand the motives of people from history</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence and sources to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Propose a reasonable explanation for events</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources</li> <li>• Suggest which sources are most useful for a task</li> <li>• Use different representations of a studied period; museum, cartoons</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the usefulness of different sources</li> <li>• Identify primary and secondary sources</li> <li>• Use a wider range of resources to consider periods and events</li> </ul>
<b>Historical Enquiry – Communicating ideas / evidence</b>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe some details and record information relevant to the study</li> <li>• Begin to use digital mediums for information /</li> <li>• Present findings using writing / maths / drama / art</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to construct a picture of a past event</li> <li>• Choose relevant material to present an aspect of life or of a study</li> <li>• Ask a variety of questions using historical language</li> <li>• Create a cohesive account of an event from a range of sources</li> </ul>
<b>Historical Enquiry – continuity / change cause / consequence significance similarities / differences</b>	<ul style="list-style-type: none"> <li>• Understand that there are patterns and trends across periods</li> <li>• Discuss some changes and record ideas</li> <li>• Develop robust questions for why things happened using historical language,</li> <li>• Understand the historical concepts of continuity and change, cause and consequence</li> </ul>	<ul style="list-style-type: none"> <li>• Start to make links between periods studied</li> <li>• Suggest reasons for events and some changes in the historical period studied and their impact on others</li> <li>• Discuss the importance of significant people</li> <li>• Suggest similarities and differences for people, events and beliefs</li> <li>• Use historical concepts to frame valid questions</li> </ul>

	<ul style="list-style-type: none"> <li>Identify some differences and similarities between people</li> </ul>	
<b>British, local and world history coverage</b>	<ul style="list-style-type: none"> <li>Stone Age to the Iron Age</li> <li>Ancient Egypt</li> <li>History of Pompeii</li> <li>Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>Amazon Tribes</li> <li>Vikings</li> <li>Anglo Saxons and Scots</li> </ul>

<b>History Skills and Knowledge Progression</b>		
---	--	---

Subject Domain	YEAR 5	YEAR 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Use dates and historical language</li> <li>Sequence and know key events of time studied in relation to events before and after at national and world level</li> <li>Use mathematical skills to work out exact time scales and differences</li> <li>Start to make comparisons between times in the past</li> <li>Use historical terms with accuracy</li> <li>Start to develop independency in learning and study</li> </ul>	<ul style="list-style-type: none"> <li>Place a period of history on a timeline in relation to other studies</li> <li>Extend and deepen chronological knowledge of history</li> <li>Identify significant events, note connections, contrasts and trends over time</li> <li>Use historical periods as a reference point</li> </ul>
<b>Knowledge and understanding of events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>Study different aspects of different people</li> <li>Examine causes and results of great events and impact on others</li> <li>Compare an aspect of life across different periods</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs behaviour and characteristics of people</li> <li>Compare beliefs and behaviour with another period studied</li> <li>Write an explanation of a past event in terms of cause and effect using evidence to support ideas</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>Compare accounts of events from a range of sources</li> <li>Develop arguments for these different versions and discuss how this impacts the interpretation of events</li> <li>Identify reliable information</li> </ul>	<ul style="list-style-type: none"> <li>Make links with sources and work out how conclusions were reached</li> <li>Understand that different versions of the past may exist giving some reasons for this</li> <li>Explain evaluation of information and sources</li> </ul>
<b>Historical Enquiry – Communicating ideas / evidence</b>	<ul style="list-style-type: none"> <li>Identify primary and secondary sources with greater confidence</li> <li>Use a range of digital platforms in order to both access and to present information and knowledge.</li> <li>Ask historical questions using appropriate terms</li> </ul>	<ul style="list-style-type: none"> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses with historical detail</li> <li>Be able to recount in writing and verbally all ideas and set these in context</li> </ul>
<b>Historical Enquiry – continuity / change cause / consequence significance similarities / differences</b>	<ul style="list-style-type: none"> <li>Develop deeper security in links and patterns between periods</li> <li>Describe changes within and between periods and societies</li> <li>Explain similarities and differences in society, culture and religion at local and national level</li> <li>Give reasons for and consequences for historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>Describe / make links between main events, situations and changes within and across different periods</li> <li>Identify and give some reasons for historical events</li> <li>Describe social, cultural, religious and ethnic diversity in Britain &amp; wider world</li> <li>Identify historically significant people and events</li> <li>Identify and explain which causes and consequences have the greatest significance</li> </ul>

		<ul style="list-style-type: none"> <li>• Ask and answer complex questions about the past using historical terms</li> </ul>
<b>British, local and world history coverage</b>	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Black Civil Rights</li> <li>• Queen Victoria's Reign</li> <li>• Tudors</li> </ul>	<ul style="list-style-type: none"> <li>• WWII</li> <li>• Battle of Britain</li> <li>• Mayan Civilization</li> </ul>

KS1:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

KS2:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.