

History Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Chronology	Place pictures/ events in order, first, next and last. Can use simple words to describe the past. Can use everyday language related to time.	Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. (Past, after, before, between, old, new). Understand about time passing through birthdays. Match objects to people of different ages. Begin to use very simple timelines to order some recent events.	Sequence events in their life. Use more complex phrases to describe time (a long time ago, centuries ago...) Sequence 3 or 4 artefacts from distinctly different periods of time. Sequence photographs from different time periods. Begin to use some broad dates. Describe memories and key events in their lives and that of significant people.	Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from period studied on a timeline. Use terms related to this period and begin to date events using research. Understand more complex terms e.g. BC/AD	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Begin to identify factors in change. Understand the concept of decades and centuries and use this to divide the past into periods of time.	Sequence upto 10 significant events, movements and dates on a timeline using dates accurately including current study. (Use BC/AD) Accurately use dates and terms to describe historical events. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time.
 Continuity and Change	Can use simple words to describe the past. Can talk in basic terms how things have changed over time e.g. baby to toddler. Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Ask simple questions relevant to the topic to establish why things changed. Begin to identify old and new things across a period of time through pictures, photographs and objects. Begin to understand that some things change and some things stay nearly the same.	Ask and answer questions about why people did things/why events happened and suggest simple explanations. Make simple observations about different types of people, events and beliefs within a society. Talk about who was important e.g. in a simple historical account.	Ask and answer questions to establish the key events and why things happened. Identify and give reasons for, results of, historical events, situations and changes. Describe social, cultural religious and ethnic diversity in Britain and the wider world.	Identify key things that stayed the same between periods. Identify things that have stayed the same between periods. Start to explain the impact of some changes that have happened throughout different periods of time. Identify that there are reasons for continuities and changes across periods of time and explain some of these. Start to understand that there are times in history when change happens suddenly.	Identify why some changes between different periods of time have more significant consequences than others. Understand and describe in some detail the main changes to an aspect of a period in history.	Identify why changes between different periods of time have more significant consequences than others. Explain why some periods in history may have had more changes and some may have had more continuity. Start to categorise some types of changes into political, economic, social and technological. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.
 Characteristics and features		Recognise and make simple observations about who was important in a historical events/account e.g. talk about important places and who was important and why.	Identify different ways that the past is represented e.g. fictional accounts, illustrations, films, song, museum displays.				Identify and note connections. Contrasts and trends over time in the everyday lives of people. Use appropriate historical terms such as culture, religious, social, economic and political when describing connections and contrasts. Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
 Connections and contrasts	Understanding that some events and people from history are important because they have achieved something or had an effect.	Identify some similarities/differences between ways of life 'now' and 'then'.	Start to understand that during the same time period of time, life was different for people in the past, such as rich and poor, male and female. Identify that some things within living memory are	Identify similarities and differences between ways of life at the different times studied in KS1. Describe and make links between main events, situations and changes within and across different periods.	Identify and give some simple examples of how life was different for different people in the same and different periods of time, such as different rights and different religious beliefs.	Explain and give some more complex examples of how life was different in the past. Begin to show understanding of some of the similarities and differences between different	Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time.

			similar and things are different. Recognise some similarities and differences between the past and the present.		Identify and give some examples of how life was similar in the past.	periods e.g social, belief, local, individual.	Give reasons for similarities and differences. Give a more detailed understanding of the similarities and differences between social, beliefs, local and individual.
 Cause and consequences	Understand that some actions have a consequence. Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	Recognise why people did things. Recognise why some events happened. Recognise what happened as a result of people's actions or events.	Understand that a cause makes something happen and that historical events have causes. Explain that historical events are caused by things that occurred before them. Understand that a consequence is something that happens as a result of something else.	Understand that a cause is something directly linked to an event and not just something that happened before it. Understand that a consequence is something that happens as a direct result of something else. Begin to understand that historical events create changes that have consequences.	Start to understand that there are short and long-term causes of events and name some in the period studied as examples. Comment on the importance of the different causes for some key events Explain a series of directly related events that happened in the lead up to a historical event. Understand that historical events have consequences that sometimes last long after the event is over.	Begin to offer explanations about why people in the past acted as they did. Understand that the consequences of one historical event can sometimes become the cause of another. Begin to understand different people's/historian views on events in the past. Give reasons why things happened and what the impact of this was.	Examine in detail the short and long-term causes of an event being studied. Understand that some causes may be more significant than others and that some causes are less significant. Begin to understand that historians may not agree on the main causes of an event. Understand that one event can have multiple consequences that impact on many countries and civilisations. Address and devise historical questions about cause and consequence. Compare beliefs and behaviour with another time studied.
 Historical enquiry/ Interpretation.	Starting to ask simple questions about people or events from within living memory. Listen to stories from the past. Can use basic vocabulary to describe artefacts from the past. Can make basic comparisons using photographs. Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event.	Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved? Understand how we find out about the past e.g. using artefacts, pictures, stories and websites. Identify old and new from pictures. Observe and handle artefacts and use this to ask and answer questions.	Start to compare two versions of past events. Start to understand that there can be different versions of the same event from the past. Observe and use pictures, photographs and artefacts to find out about the past. Start to use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. Use a range of sources to devise historical questions. Ask questions about what they have heard or seen. Use pictures and artefacts for answering questions about the past.	Use a range of documents and printed sources. Use the internet for research. Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. Interpret the past through role play. Recognise how local area has changed over time.	Look at two versions of the same event or story in history and identify differences. Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Begin to understand some of the ways in which historians and others investigate the past. Use more complex sources of primary and secondary information. Choose and discriminate between a range of information and use this to ask questions. Distinguish between reliable and unreliable sources and identify the most useful sources. Understand that some evidence is limited.	Children can find and analyse a wide range of evidence about the past. Devise, ask and answer more complex questions about the past considering key concepts in history. Analyse a range of source material to promote evidence about the past. Rank sources of information in order. Construct and organise response by selecting and organising relevant historical data. Give a balanced view of interpretations of the past using different point of view. Note connections, contrasts and trends over time.	Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Consider ways of checking the accuracy of interpretations of the past. Start to understand the difference between primary and secondary evidence and start to question its reliability. Show an awareness of the concept of opinion and propaganda. Know that people in the past represent events or ideas in a way that may persuade others. Continue to develop their understanding of how historians and others investigate the past. Confidently use the library or internet for research.