



## History skills progression

	EYFS			
	Early Learning Goal	Skills	Concepts	Adult Support
	<p>Children can talk about the lives of people around them and their roles in society.</p> <p>They can share similarities and differences between things in the past and the present, drawing on their experiences and what stories and events that have been read in class.</p> <p>They understand the past through settings, characters and events that they've encountered in books read in the class and through verbal storytelling.</p>	<p><b>Discuss</b> the lives of people who are familiar to them, including their jobs.</p> <p><b>Remember</b> and <b>discuss</b> significant events from their own experience.</p> <p><b>Recognise</b> and <b>share</b> similarities and differences within their living memory.</p> <p><b>Recall</b> past events from experience, photographs, books, recordings, drawings or writing.</p>	<p><b>Change</b> <b>Continuity</b> <b>Chronology</b></p> <p><b>Similarities and differences</b></p>	<p><b>Provide</b> ways of <b>preserving memories</b> of special events. E.g. <b>making a book, collecting photographs, video/ audio recordings, drawings or writing.</b></p> <p>Use modern photographs of the world that are commonly stereotyped or misrepresented and <b>discuss</b>.</p> <p>Pose open-ended questions about events. e.g. <b>'What did you do....'</b> Or <b>'Can you tell me about our trip to...'</b></p>



## History skills progression

Year 1				
	Context (NC objectives)	Skills	Concepts	Topic links
Chronological Understanding	<p><b>Key stage 1</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>	<p><b>Sequence</b> events in their life.</p> <p><b>Sequence</b> at least 3 artefacts/objects from different periods of time.</p> <p><b>Match</b> objects to people of different ages.</p>	<p><b>Change</b></p> <p><b>Chronology</b></p> <p><b>Continuity</b></p>	<p>Term 1: Houses and homes</p> <p>Term 2: Weather</p> <p>Term 3: Toys</p>
Range and Depth of Historical Knowledge		<p><b>Recognise</b> the difference between past and present.</p> <p><b>Describe</b> similarities and differences in artefacts.</p> <p><b>Recount</b> episodes from stories about the past <b>verbally</b>.</p> <p><b>Use</b> a range of historical sources to <b>characterise</b> features of the past.</p>	<p><b>Change</b></p> <p><b>Chronology</b></p> <p><b>Sources</b></p> <p><b>Similarities and differences</b></p> <p><b>Perspective</b></p>	<p>Term 4: Transport</p> <p>Term 5 &amp; 6: Seaside</p>
Interpretations of History		<p>Use stories to encourage children to <b>distinguish</b> between fact and fiction.</p> <p><b>Discuss</b> the reliability of different sources of information about the past.</p> <p><b>Identify</b> different ways to represent the past. E.g. photos, stories, adults talking about the past etc.</p>	<p><b>Sources</b></p> <p><b>Perspective</b></p>	

## History skills progression

Historical Enquiry	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]	<b>Sort</b> artefacts into 'past' and 'present' or 'then' and 'now'. <b>Answer</b> simple questions both written and verbally from sources of historical information. E.g. Artefacts/ photos. <b>Ask</b> simple questions about sources and objects.	<b>Continuity</b>  <b>Sources</b>  <b>Similarities and differences</b>	
Organisation and communication		<b>Time lines</b> to organise chronologically. <b>Drawings</b> to support observations of artefacts. <b>Drama</b> different events in the past to understand how / why they happened. <b>Write</b> simple reports/ recounts of historical events.	<b>Chronology</b>  <b>Change</b>  <b>Significance</b>	



	Year 2			
	Context (NC objectives)	Skills	Concepts	Topic links
Chronological Understanding	<b>Key stage 1</b>  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of	<b>Sequence</b> events beyond their lifetimes. <b>Sequence</b> photos/ artefacts that are from the same period of time. <b>Describe</b> memories from key events in their lives.	<b>Chronology</b>  <b>Significance</b>  <b>Continuity</b>  <b>Perspective</b>	Term 1: My Journey So Far  Term 2: Fire  Term 3: Ice  Term 4: Pioneering people  Term 5 & 6: On Safari

## History skills progression

Range and Depth of Historical Knowledge	<p>events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>- 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.</li> </ul>	<p><b>Recognise</b> why people did things, why events happened and what happened as a result.</p> <p><b>Identify</b> differences between ways of life at different periods in time.</p> <p><b>Describe</b> the similarities and differences of different artefacts.</p>	<p><b>Empathy</b></p> <p><b>Causation</b></p> <p><b>Similarities and differences</b></p> <p><b>Perspective</b></p>	
Interpretations of History	<ul style="list-style-type: none"> <li>- 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]</li> </ul>	<p><b>Compare</b> two versions of a past event.</p> <p><b>Compare</b> pictures of photographs of people or events in the past.</p> <p><b>Discuss</b> the reliability of photos, accounts or stories of past events.</p>	<p><b>Sources</b></p> <p><b>Perspective</b></p> <p><b>Significance</b></p> <p><b>Empathy</b></p>	
Historical Enquiry	<ul style="list-style-type: none"> <li>- significant historical events, people and places in their own locality.</li> </ul>	<p><b>Use</b> the 5 Ws (who, what, where, when, why) to ask questions about sources.</p> <p><b>Sort</b> artefacts before arranging on a simple timeline from 'earliest' or 'most recent'.</p> <p>Make <b>observations</b> about sources before <b>answering</b> simple questions both written and verbally.</p>	<p><b>Similarities and differences</b></p> <p><b>Sources</b></p> <p><b>Perspective</b></p>	

## History skills progression

Organisation and Communication		<p><b>Create</b> a class museum to display knowledge gained.</p> <p><b>Annotate</b> and make simple notes about artefacts.</p> <p><b>Drama</b> different events in the past.</p> <p>Use <b>ICT</b> to simply present knowledge gained.</p>	<p><b>Similarities and differences</b></p> <p><b>Continuity</b></p>	
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Year 3				
	Context (NC objectives)	Skills	Concepts	Topic links
Chronological Understanding	<p><b>Key stage 2</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>Sequence</b> events on a time line and write the dates of the events.</p> <p><b>Sequence</b> several events based on the dates that they occurred.</p> <p><b>Understand</b> that before the year 0, there was an era referred to as BC.</p>	<p><b>Chronology</b></p> <p><b>Change</b></p> <p><b>Significance</b></p>	<p>Term 1 &amp; 2: Stone Age to Iron Age</p> <p>Term 3 &amp; 4: Modern Europe</p> <p>Term 5 &amp; 6: The Romans</p>

## History skills progression

Range and Depth of Historical Knowledge	<p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> <li>- the Roman Empire and its impact on Britain</li> <li>- Britain's settlement by Anglo-Saxons and Scots</li> <li>- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>- a local history study</li> </ul>	<p><b>Research</b> the lives of people from the period studied and <b>compare</b> this to our lives today.</p> <p><b>Identify</b> the reasons for and the results of people's actions.</p> <p><b>Study</b> change through the lives of significant individuals.</p>	<p><b>Empathy</b></p> <p><b>Similarity and difference</b></p> <p><b>Sources</b></p> <p><b>Perspective</b></p>	
Interpretations of History	<ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>- 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</li> <li>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>- 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.</li> </ul>	<p><b>Identify</b> and <b>give reasons</b> for different ways in which the past is represented.</p> <p><b>Distinguish</b> between different sources and <b>evaluate</b> their usefulness.</p> <p><b>Observe</b> representations of the period- Museums, photos, artefacts etc.</p>	<p><b>Sources</b></p> <p><b>Perspective</b></p> <p><b>Significance</b></p> <p><b>Causation</b></p> <p><b>Continuity</b></p>	
Historical Enquiry		<p><b>Use</b> a range of sources to find out about a period of time.</p> <p><b>Observe</b> small details of artefacts and <b>comment</b> on them.</p> <p>Independently <b>select</b> and <b>record</b> information relevant to the study.</p> <p><b>Research</b> using the library and internet.</p>	<p><b>Sources</b></p> <p><b>Perspective</b></p> <p><b>Similarities and differences</b></p>	

## History skills progression

<p>Communication and Communication</p>		<p><b>Write</b> non-chronological reports to display knowledge of the period. Use <b>Powerpoint</b> to create simple presentations about a period studied. <b>Draw</b> and <b>annotate</b> a range of sources to show breadth of knowledge gained.</p>	<p><b>Chronology</b></p> <p><b>Sources</b></p>	
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	Year 4			
	Context (NC objectives)	Skills	Concepts	Topic links
<p><b>Chronological Understanding</b></p>	<p><b>Key stage 2</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine</p>	<p><b>Sequence</b> events on a timeline, recording the dates in which they happened. Use <b>historically accurate</b> terms related to the period. When recording dates, use BC/ AD. <b>Understand</b> that BC dates begin at 0 and go up the further back in time they go.</p>	<p><b>Chronology</b></p> <p><b>Significance</b></p>	<p>Term 1 &amp; 2: Anglos Saxons and Vikings.</p> <p>Term 3 &amp; 4: Rivers and Rainforests: The Mayans</p> <p>Term 5 &amp; 6: Local History: Lewes</p>

## History skills progression

Range and Depth of Historical Knowledge	overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about: - 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.	<b>Use</b> evidence to reconstruct life in the period. <b>Identify</b> key features and events of the period. <b>Identify</b> links between events and what occurred after. <b>Explain</b> some events from the period studied with reasonable accuracy.	<b>Evidence</b>  <b>Significance</b>  <b>Enquiry</b>	
Interpretations of History		<b>Observe</b> different available sources of evidence. <b>Evaluate</b> their usefulness. <b>Identify</b> and use different representations of history to include those already studied and including text books.	<b>Evidence</b>  <b>Significance</b>	
Historical Enquiry		<b>Use</b> evidence to build up a picture of a past event. Choose <b>relevant material</b> to <b>present</b> one aspect of life in a period of time. <b>Ask</b> a variety of relevant questions.	<b>Evidence</b>  <b>Change</b>  <b>Enquiry</b>	



## History skills progression

Organisation and Communication		<p><b>Select</b> data and organise it to answer historical questions.</p> <p><b>Display</b> findings in a variety of ways across different mediums (e.g. handwritten, ICT etc).</p> <p><b>Work</b> independently and in groups for a variety of historical enquiries.</p> <p><b>Communicate</b> their <b>knowledge and understanding</b> with increasing confidence.</p>	<p><b>Evidence</b></p> <p><b>Enquiry</b></p> <p><b>Empathy</b></p>	
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	Year 5			
	Context (NC objectives)	Skills	Concepts	Topic links
Chronological Understanding	<p><b>Key stage 2</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection</p>	<p><b>Place</b> current study on a time line and <b>relate</b> to other studies.</p> <p><b>Know</b> and <b>sequence</b> key events of the time studied.</p> <p>Make <b>comparisons</b> between different times in history.</p>	<p><b>Sequence</b></p> <p><b>Chronology</b></p> <p><b>Change and Continuity</b></p> <p><b>Significance</b></p>	<p>Term 1 &amp; 2: World War Two</p> <p>Term 3 &amp; 4: Fair Trade</p> <p>Term 5 &amp; 6: Ancient Egypt</p>

## History skills progression

Range and Depth of Historical Knowledge	<p>and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> <li>- the Roman Empire and its impact on Britain</li> <li>- Britain's settlement by Anglo-Saxons and Scots</li> <li>- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>- a local history study</li> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>- 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</li> <li>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>- 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.</li> </ul>	<p><b>Study</b> the difference in the lives of men and women within the same period. <b>Compare</b> to today.</p> <p><b>Examine</b> the causes and effects of different significant events within the study period.</p> <p><b>Compare</b> an aspect of life from an 'early' civilisation and today.</p> <p><b>Study</b> an ancient civilisation enquiry in detail.</p>	<p><b>Perspective</b></p> <p><b>Change and Continuity</b></p> <p><b>Sources</b></p> <p><b>Empathy</b></p> <p><b>Causation</b></p> <p><b>Similarity and Difference</b></p> <p><b>Perspective/Significance</b></p>	
Interpretations of History		<p><b>Compare</b> accounts of events from different sources: fact or fiction?</p> <p>Offer some <b>reason</b> for different accounts of the same story- link to primary and secondary sources.</p>	<p><b>Sources</b></p> <p><b>Perspective/Empathy</b></p>	

## History skills progression

Historical Enquiry		<p>Begin to <b>identify</b> primary and secondary sources.</p> <p><b>Use</b> source evidence to <b>build</b> a picture of a past event.</p> <p><b>Select</b> relevant sections of information.</p> <p><b>Use</b> the library and internet to <b>research</b> with increasing confidence.</p>	<p><b>Sources</b></p> <p><b>Perspective</b></p>	
Organisation and Communication		<p><b>Use</b> appropriate terms, <b>matching</b> dates to people and events.</p> <p><b>Record</b> and <b>communicate</b> knowledge in different forms.</p> <p><b>Work</b> independently and in groups, showing initiative.</p>	<b>Chronology</b>	



## History skills progression

Year 6				
	Context (NC objectives)	Skills	Concepts	Topic links
Chronological Understanding	<p><b>Key stage 2</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p><b>Sequence</b> current study on a timeline in relation to studies previously learnt.</p> <p><b>Use</b> relevant dates and terms.</p> <p><b>Discuss</b> durations of events, looking at events that span BC and AD.</p> <p><b>Sequence</b> up to 10 events on a timeline.</p>	<p><b>Chronology</b></p> <p><b>Change and Continuity</b></p>	<p>Term 1 &amp; 2: Extreme Earth: Natural Disasters</p> <p>Term 3 &amp; 4: Ancient Greece</p> <p>Term 5 &amp; 6: North America: Route 66.</p>
		<p><b>Research</b> beliefs, behaviour and characteristics of people, recognising people have different views and feelings.</p> <p><b>Compare</b> this to another time or today.</p> <p><b>Write</b> an explanation of a past event; using cause and effect to support.</p> <p><b>Know</b> key dates, people and events of the time studied.</p>	<p><b>Change and Continuity</b></p> <p><b>Significance</b></p> <p><b>Similarity and Difference</b></p> <p><b>Causation</b></p>	
Range and Depth of Historical Knowledge	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> <li>- the Roman Empire and its impact on Britain</li> <li>- Britain's settlement by Anglo-Saxons and Scots</li> <li>- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>- a local history study</li> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>- 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</li> </ul>			

## History skills progression

Interpretations of History	<p>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>- 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.</p>	<p><b>Link</b> historical sources and work out how events were interpreted over time.</p> <p><b>Consider</b> ways of checking the accuracy of interpretations- fact/fiction or opinion?</p> <p><b>Be aware</b> that different evidence could lead to different conclusions.</p>	<p><b>Sources</b></p> <p><b>Perspective</b></p> <p><b>Significance</b></p> <p><b>Empathy</b></p>	
Historical Enquiry		<p><b>Recognise</b> primary and secondary sources.</p> <p><b>Use</b> a range of sources to <b>find out</b> about the past.</p> <p><b>Bring</b> knowledge gathered from several sources together in a fluent account.</p>	<p><b>Sources</b></p> <p><b>Perspective</b></p> <p><b>Significance</b></p>	
Organisation and Communication		<p><b>Select</b> aspect of study to <b>make</b> a group presentation.</p> <p><b>Use</b> a variety of ways to <b>communicate</b> knowledge and understanding, including extended writing.</p> <p><b>Plan</b> and <b>carry out</b> historical investigations.</p>		