

History – Progression of Skills

	EYFS	Year 1/2	Year 3/4	Year 5/6
1. Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods can briefly describe features of particular themes, events and people from family, local, national and global history 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> Can provide overviews of the most significant features of different themes, individuals, societies and events covered Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms
			<ul style="list-style-type: none"> Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms 	
2. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> Ask and answer questions relating to concepts (in part 4 below) Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts (in part 4 below) 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions relating to concepts (in part 4 below) Understand how knowledge of the past is constructed from a range of sources Can recognise possible uses of a range of sources for answering historical enquiries. 	<ul style="list-style-type: none"> Construct informed responses by selecting and organising relevant historical information Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries
			<ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources Can recognise possible uses of a range of sources for answering historical enquiries. 	
3. Interpretations of history		<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understands that different versions of the past may exist Can comment on a range of possible reasons for differences in a number of accounts 	<ul style="list-style-type: none"> Can give some reasons for why different versions of the past may exist Can explain how and why it is possible to have different interpretations of the same event or person
Part 4: Key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				



4a. Continuity and change in and between periods	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change
4b. Cause and consequence	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Can identify a few relevant causes and consequences for some of the main events covered 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes Can comment on the importance of causes and effects for some of the key events and developments within topics. 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes Can explain the role and significance of different causes and effects of a range of events and developments
4c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> Make comparisons between social, cultural, religious and ethnic diversity in Britain and the wider world
4d. Significance of events / people	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects 	<ul style="list-style-type: none"> Identify historically significant people and events in situations Can explain why some aspects of historical accounts, themes or periods are significant 	<ul style="list-style-type: none"> Identify historically significant people and events in situations Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance