

History Progression

EYFS/Key Stage 1

Skills	Reception	Year One	Year Two
Range and depth of historical knowledge	Children talk about past and present events in their own lives and in the lives of family members. Understand key features of events, eg Remembrance Day.	Recognise the difference between the past and the present in their own and others' lives. Talk about changes within living memory. Recount significant events beyond living memory.	Know about the lives of significant individuals from the past and recognise why people did certain things. Identify differences between ways of life at different times.
Chronological understanding	Birthdays Days, months, seasons. Understanding of changes in their own lifetime personal timeline. Use everyday language related to time.	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time- check with reference book. Sequence photos etc from different periods of their life. Describe memories of key events in their lives.
Interpretations of history	Recount an event, verbally and written. Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.	Use stories and historical sources to distinguish between fact and fiction. Compare pictures/photos of people or events in the past.	Compare two versions of a past event. Discuss reliability of photos/accounts/stories.
Historical enquiry	Looks closely at similarities, differences, patterns and change. Talk about changes. They answer 'how' and 'why' questions about their experiences and in response to stories and events. Sort artefacts 'old' and 'new'.	Sort artefacts as 'now' and 'then'. Use a wide range of sources. Ask and answer questions related to different sources and objects. Discussions.	Use different historical sources – ask questions (who, what, where, how, why) and find answers on the basis of simple observations.

	Know that information can be retrieved from books and computers.		
Organisation and Communication	By talking about things they did at the weekend, yesterday, this morning...	Communicate their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, ICT	

Key Stage 2

Skills	Year Three	Year Four	Year Five	Year Six
Range and depth of historical knowledge	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions.	Use evidence to reconstruct life in time studied. Identify key features and events in time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare early and late times studied. Compare an aspect of life with the same aspect in another period.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
Chronological understanding	Place the time studied on a timeline. Sequence artefacts and events. Use dates related to the passing of time.	Place events from period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BCE/AD	Know and sequence key events of time studied. Use terms relevant to the period studied. Make comparisons between different times in history.	Place current study on timeline in relation to other studies, relating current study to previous ones. Use relevant dates and terms. Sequence up to ten events on a timeline.
Interpretations of history	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use of text books and historical knowledge.	Compare accounts of events from different sources. Distinguish between fact and fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.

Historical enquiry	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use books and the internet for research. Ask and answer questions.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in the past. Ask a variety of questions. Use the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in the time studied. Select relevant sections of information. Confident use of library, e-learning for research.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time in the past. Suggest omission and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.
Organisation and Communication	Communicate knowledge and understanding in a variety of ways – discussion, pictures, annotations, drama, ICT	Select data and organise it to answer historical questions. Display findings in a variety of ways. Work independently and in groups.	Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms. Work independently and in groups, showing initiative.	Select and organise information to produce structured work, including extended writing, making appropriate use of dates and terms. Plan and carry out individual investigations.