



History Progression of skills and knowledge				Historical Chronology		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Understand the past is different from today.• Understand our lives are different from the lives of people in the past.• Order 2 or more events correctly.	<ul style="list-style-type: none">• Explain some similarities and differences between ways of life at different times.• Name significant people from the past who contributed to national and international achievements.• Order objects or events correctly.	<ul style="list-style-type: none">• Name significant people from the past who contributed to national and international achievements.• Understand where the people and events studied fit on a basic timeline.	<ul style="list-style-type: none">• Develop an understanding that the past is divided into different named periods of time.• Identify similarities and differences between different times in the past.• Order artefacts chronologically.• Use timelines to compare different civilisations existences.	<ul style="list-style-type: none">• Develop an understanding that the past is divided into different named periods of time and use some dates to explain British, local and world history.• Order artefacts chronologically.• Use timelines to find out chronological information about British and World history (events and eras).	<ul style="list-style-type: none">• Place events, people and changes of British, local and world history on a timeline.• Use appropriate dates/chronological conventions on timelines (AD, BCE, BC).• Describe and explain key events within and across the time periods studied.• Identify specific changes within and across different periods over a long arc of development.	<ul style="list-style-type: none">• Describe and explain key events within and across the time periods studied.• Identify specific changes within and across different periods over a long arc of development.



Progression of skills and knowledge				Historical Concepts		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">Recall simple facts from the past.Give a cause for an event.	<ul style="list-style-type: none">Describe some of the people and events from those studied.Give more than one cause for an event from the past.	<ul style="list-style-type: none">Describe some of the people and events from those studied.Give more than one cause for an event from the past and explain why people acted as they did.	<ul style="list-style-type: none">Think critically about a text.Give a few reasons for, and the results, of the main events and changes of a time studied.Make connections and contrasts between the different times studied (change, cause, differences, similarities, significance).	<ul style="list-style-type: none">Give a few reasons for, and the results, of the main events and changes of a time studied.Make further connections and contrasts between the different times studied (change, cause, differences, similarities, significance).	<ul style="list-style-type: none">Discuss trends over time.Identify the relationship between different periods of time and the legacy and impact on our identities and modern society.	<ul style="list-style-type: none">Discuss trends over time.Understand the complexity of peoples lives in the past and how some societies are very different due to changes or challenges at the time.



Progression of skills and knowledge				Historical Interpretation		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Explain our views on why something happened in the past.• Make observations about the past using different sources (photographs, videos, stories etc).	<ul style="list-style-type: none">• Understand and explain some different ways that we can find out about the past.	<ul style="list-style-type: none">• Explain different ways that the past has been presented or described.	<ul style="list-style-type: none">• Begin to describe how the past can be represented or interpreted in a few different ways.• Make observations about a variety of historical sources.	<ul style="list-style-type: none">• Describe how the past can be represented or interpreted in a few different ways.• Make observations about historical sources and explain what they tell us about the past.	<ul style="list-style-type: none">• Explain that the past can be represented or interpreted in many different ways and what might affect these differences.• Retrieve relevant historical information from a variety of historical sources.	<ul style="list-style-type: none">• Carefully select relevant historical information from sources, considering different viewpoints and possible bias.



Progression of skills and knowledge				Historical Enquiry		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">Find out about the past or answer simple questions using a source (book, picture etc).	<ul style="list-style-type: none">Ask and answer questions about the past.	<ul style="list-style-type: none">Use parts of stories and historical sources to demonstrate understanding of key events in the past.	<ul style="list-style-type: none">Answer, and sometimes devise historically valid questions.Use one or more sources to help answer questions about the past.	<ul style="list-style-type: none">Answer and devise historically valid questions.Use one or more sources to help answer questions about the past, using verbal and written work to explain answers.	<ul style="list-style-type: none">Devise historically valid questions with greater independence.Understand the past is constructed from a range of sources.With support, select and organise relevant historical information from a range of sources.	<ul style="list-style-type: none">Devise historically valid questions and independently find answers.Understand the past is constructed from a range of sources.Select and organise relevant historical information from a range of sources.



Progression of skills and knowledge				Historical Communication		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Demonstrate awareness of the past.• Explain knowledge about the past in different ways (drawings, verbal, practical resources etc).	<ul style="list-style-type: none">• Use common words and phrases relating to passing of time.• Describe a time before they were born and compare aspects of life in different periods using everyday historical language.• Explain how life was different in the past for significant individuals studied.	<ul style="list-style-type: none">• Confidently use common words and phrases relating to passing of time.• Compare aspects of life in different periods linked to significant individuals and events in history.	<ul style="list-style-type: none">• Present selected information in a variety of ways, with support.• Begin to use place value in the context of timelines.	<ul style="list-style-type: none">• Present selected information in a variety of ways more independently, using specialist terms.• Develop use of place value in the context of timelines.	<ul style="list-style-type: none">• Use historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g. century, decade.• Use and apply mathematical skills when placing events in chronological order (place value, negative numbers).	<ul style="list-style-type: none">• Use historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods e.g. century, decade.• Confidently, use and apply mathematical skills when placing events in chronological order (place value, negative numbers)