



History Progression of skills

| | EYFS | Year 1 (KS1 skills) | Year 2 (KS1 skills) | Year 3 (Lower KS2 skills) | Year 4 (Lower KS2 skills) | Year 5 (Upper KS2 skills) | Year 6 (Upper KS2 skills) |
|--|---|---|--|---|---|--|--|
| Chronological Knowledge and Understanding | <p>Nursery: N2: Describes special times or events for family or friends Cant al about past/present events in their own lives Reception: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> | <p>Sequence objects or artefacts in age order Order personal events on a timeline</p> | <p>To sequence objects or events beyond living memory e.g. how technology has changed over time. Sequence artefacts closer together in time.</p> | <p>Place the time studied on a timeline Sequence events or artefacts independently Use dates related to the passing of time</p> | <p>Place the time studied on a timeline and begin to understand the context Use terms related to the period and begin to date events Begin to understand more complex terms e.g. BCE/AD</p> | <p>Place current study on timeline in relation to other studies independently. Know and sequence key events of time studied Use relevant terms and periods labels with some support Relate current studied to previous studied Begin to make comparisons between different times in history.</p> | <p>Place current study on timeline in relation to other studies independently. Understand the impact previous times had on the current study Independently use relevant terms and periods labels Sequence up to ten period of time of a timeline Confidently compare different times in history.</p> |
| Adaptive Teaching | <p>Visuals to support with sequencing Practical sequencing Scaffolds to support with timelines Continuous recaps of previous knowledge learnt to support with sequencing</p> | | | | | | |



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| Historical Enquiry | <p>Nursery: N1: Begin to ask simple questions N2: Uses language to interpret and recreate Reception: Listen attentively and respond to what they hear with relevant questions,</p> | <p>Sort artefacts 'then' and 'now' Use as wide a range of sources as possible Sharing and listening to other people's ideas/questions To ask and answer questions related to different sources and objects.</p> | <p>Use a source – why, what, who , how, where to ask questions and find answers Sequence a collection of artefacts Use of time lines Discuss the effectiveness of sources.</p> | <p>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 the library and internet for research.</p> | <p>Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.</p> | <p>Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.</p> | <p>Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p> |
| Adaptive Teaching | <p>Practical resources to support sorting Talking teddy to pass round when talking Visual support to help with sequencing Video evidence to support with understanding of past</p> | | | | | | |



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|----------------------------------|---|---|--|---|---|--|--|
| Historical Interpretation | Nursery: N2: Talks about why things happened Reception: Discuss how we know about what happened in the past. | Begin to identify different ways to represent the past (e.g. photos, storied, adults talking about the past etc.) | Compare pictures or photographs of people or events in the past Be able to identify different ways to represent the past. | Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, cartoons etc. | Look at the available evidence Begin to evaluate the usefulness of different sources Use text books/library books to support historical knowledge | Compare accounts of events from different sources – fact or 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/fiction or opinion Be aware that different evidence will lead to different conclusions. Confidently use a range of sources for research. |
| Adaptive Teaching | <p>Use practical ways to represent the past – role play, pictures, videos etc.</p> <p>When comparing ensuring resources contrast clearly to support</p> <p>Scaffold language to give reasons</p> <p>Word banks to support with technical vocabulary</p> | | | | | | |



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| Continuity and Change | <p>Nursery: N2: Developing an understanding of change over time</p> <p>Reception: Understand the past through settings, characters and events encountered in books read in</p> | <p>Begin to identify similarities / differences between now and a different time period.</p> <p>With support, discuss why there are these changes.</p> | <p>Identify simple similarities / differences between ways of life at different times.</p> <p>Discuss why there are these differences.</p> <p>Compare the time periods learnt during KS1 and discuss how things have changed.</p> | <p>Confidently identify similarities / differences between ways of life at different times, closer in time difference e.g. Iron Age to Stone Age.</p> <p>With support, begin to make links between time periods.</p> <p>Begin to discuss some elements of periods of time that have continued and carried on through different periods.</p> | <p>Discuss similarities/differences between societies within time periods and how these changed.</p> <p>Discuss why there are specific similarities and differences between time periods.</p> <p>Make links between time periods.</p> <p>Discuss elements of time that have continued and carried on through different periods.</p> | <p>Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>Identify elements of different periods that have continued and carried on through different periods.</p> | <p>Discuss what could have happened if key events in history had not happened and how that would have impacted change.</p> <p>Identify elements of different periods that have continued and carried of through different periods and the reasons behind this.</p> |
| Adaptive Teaching | <p>Use familiar books and characters to support understanding of the past</p> <p>Visuals to support comparisons</p> | | | | | | |



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| Cause and Consequence | Nursery: N1: Understands simple questions N2: Understand a range of questions Reception: Question why things happen and give explanations | Discuss why people made certain choices and the consequences of their actions. Understand that all decisions have consequences. | Recognise why people did things and why events happened With support, identify what events happened as a results of specific decisions or events. | Begin to discuss how situations could have changed if different decisions were made/certain events didn't happen With support, identify what events happened as a results of specific decisions or events. | Identify results of historical events Identify the consequences of historical situations or changes. | Begin to analyse and give reasons for historical events Begin to explain historical changes | Use historical knowledge to compare decisions made and the different consequences they had. Analyse and give reason for historical events and changes. |
| Adaptive Teaching | Language scaffolds to support discussions Support with understanding of consequences of actions Visual timeline to support chronological understanding | | | | | | |



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| Similarities and Differences | Nursery: N2: Know that other children's experiences may be different Reception: Understand the past through settings, characters and events encountered in books read in class and storytelling. | With support, make simple observations about different types of people, beliefs and events. Discuss similarities and differences between now and a period of time in history. | Make observations about different types of peoples, beliefs and events. Discuss similarities and differences between two periods in history. With support begin to discuss why there are those similarities and differences. | Compare two historical periods (far apart in time) with each other | Compare a range of historical periods (far apart in time) with each other | Compare a range of historical periods (relatively close to each other in time) with each other | Compare the range of historical time periods learnt about throughout KS2. Discuss the similarities and differences between these time periods. Discuss the reasons for the similarities and differences. |
| Adaptive Teaching | <p>Visuals to support with comparisons</p> <p>Practical resources to support understanding and observations.</p> <p>Ensure the two comparisons are contrasting to support understanding</p> | | | | | | |