Downholland Haskayne - History – Progression in Skills

	EYFS	Year 1 and Year 2	Year 3 & Year 4	Year 5 & Year 6
Historical Knowledge	• Talk about people, places and events from their own lives and family history. • Recognise that the past is different from today.	• Recall facts about significant people, events and places studied. • Understand that history helps us learn about how people lived in the past.	• Describe features of historical periods studied and explain how societies were organised. • Begin to identify connections between different periods of history.	• Demonstrate secure knowledge of British, local and world history studied. • Explain connections, trends and developments across different periods and civilisations.
Chronological awareness	• Use language relating to time such as before, after, yesterday, today and long ago. • Sequence familiar events and stories.	• Place events, people and objects in chronological order. • Distinguish between living memory and beyond living memory. • Use simple timelines.	• Place periods studied on a timeline. • Use BC, AD and century accurately. • Make links between periods previously studied.	• Develop a secure chronological framework of British, local and world history. • Compare periods across time and explain relationships between them. • Use dates and historical terminology confidently.
Substantive Concepts	• Begin to recognise leaders, explorers and significant individuals. • Notice similarities and differences between lifestyles.	• Understand simple ideas linked to leadership, exploration, society and achievement. Recognise how important people can influence others.	• Explain aspects of power, civilisation, migration, trade, belief and achievement within historical societies. • Compare how these concepts appear in different periods.	• Analyse how substantive concepts such as power, beliefs, migration and society shaped historical change over time. • Draw connections between different historical contexts and civilisations.
Disciplinary concepts	• Talk about simple changes over time. Notice differences between past and present through stories, photographs and artefacts.	• Identify change and continuity, similarities and differences, significance, causes and consequences within topics studied. • Begin to use evidence to support ideas.	• Explain causes and consequences of events. • Use evidence to identify significance, similarities and differences and historical interpretations. • Compare sources and viewpoints.	• Evaluate historical interpretations and the reliability of sources. • Explain complex causes and consequences. • Analyse continuity and change across different periods. • Construct evidence-based arguments

Historical Enquiry	• Ask simple questions about the past. • Use photographs, stories and artefacts to discuss what happened. • Share ideas through talk, drawing and role play.	• Ask and answer questions about the past using sources. • Make simple observations and inferences from artefacts and images. • Communicate findings through discussion and writing.	• Plan and carry out enquiries using a range of sources. • Select relevant evidence, make deductions and begin to reach substantiated conclusions. • Present findings using appropriate historical vocabulary.	• Create historically valid questions and hypotheses. • Use a range of primary and secondary sources critically. • Evaluate evidence, reach reasoned conclusions and communicate findings through structured explanations and debate.