

History Progression of Skills 2024-25



STRAND S	EYFS	KS1		LKS2		UKS2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Compare objects and photographs using 'past' and 'present'.</p> <p>Place events of a story in chronological order.</p>	<p>Label timelines with words such as: past, present, older and newer.</p> <p>Place events and some artefacts on a timeline</p>	<p>Label timelines with words such as: past, present, older and newer.</p> <p>Place events and artefacts on a timeline and use dates where appropriate</p>	<p>Place ages, events, artefacts and historical figures in order of time and begin to use BCE and CE.</p>	<p>Place ages, events, artefacts and historical figures in order of time and use BCE and CE.</p>	<p>Use dates and terms accurately in describing events and people.</p>	<p>Use dates and terms accurately in describing events and people.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>
Evidence and Interpretation (Enquiry and Interpretation)	<p>Children to use photographs to make comments about the past and present.</p> <p>Children to use stories to make comments about the past and present.</p> <p>Children to use objects to make comments about the past and present.</p> <p>Children to listen to people to make comments about the past and present.</p>	<p>Begin to observe or handle some evidence to ask questions and find answers to questions</p> <p>Look at sources and ask questions For example: "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>	<p>Observe or handle some evidence to ask questions and find answers to questions</p> <p>Begin to explain why evidence can be trusted.</p>	<p>Observe evidence to ask about the past and make conclusions.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Suggest more than one suitable sources of evidence for historical enquiry</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Begin to discuss the reliability of sources and why they might be unreliable.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Discuss whether the evidence is reliable and explain why.</p> <p>Use sources of information to form testable hypotheses about the past.</p>	<p>Use sources of information to deduce information and form conclusions about the past.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>Analyse and refine a wide range of evidence in order to justify claims about the past.</p>
Cause and Consequence	N/A	<p>Discuss causes that lead to change or events and why something has happened.</p>	<p>Explain the causes and consequence of an action.</p> <p>Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>Suggest causes and consequences of the main events of the time period studied.</p>	<p>Suggest causes and consequences of some of the main events of the period studied and begin to use evidence to support answers.</p>	<p>Suggest causes and consequences of some of the main events of the period studied and use evidence to support answers.</p>	<p>Describe some of the causes and consequences of the main events of the time period studied and use evidence to support answers.</p>

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Change and Continuity	N/A	Describe some changes over a period of time. Describe changes and historical events.	Describe changes and historical events over a period of time.	Begin to explain the concept of change over a long period of history.	Explain the concept of change over time and represent this with evidence.	Identify periods of rapid change in history. Begin to explain the concepts of continuity and change over time	Identify periods of rapid change in history and contrast them with times of relatively little change. Explain the concepts of continuity and change over time
Similarity and Difference	Compare the similarities and differences between different events in their own lives. Compare the similarities and differences between different events to others lives.	Compare the similarities and differences between different places, people or objects.	Compare and explain the similarities and differences between different places, people or objects.	Compare and contrast the similarities and differences between the past and the present.	Describe different accounts of a historical event, explaining some of the reasons why the account may differ.	Compare the similarities and differences between civilisations and cultures.	Compare similarities and differences over time and the main changes in a period of history with the present day
Historical Significance	Talk about important people, places and events in their lives. Name a significant person, object or place from the past.	Name a significant person, object or place from the past. Describe and begin to talk about key events of a significant person/time.	Name a significant person, object or place from the past. Describe significant people and events from the past and explain why they are important.	Suggest suitable sources of evidence to find out about significant people/events.	Discuss the importance of people and events in time and the significant impact they had.	Describe the social and cultural significance of a past society. Describe the characteristic features of the past, including ideas and beliefs	Describe the social and cultural significance of a past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Number of skills	10 Skills	10 Skills	10 Skills	8 Skills	8 Skills	10 Skills	11 Skills
Organisation and Communication	<i>Retell the main events of their lives.</i>	<i>Retell the main events of famous past events.</i>	<i>Retell the main events of famous past events.</i>	<i>Show increasing independence when using period specific detail to make the work more convincing and authentic.</i> <i>With increasing independence, refer to dates during discussions and responses, showing the importance of lengths of time and significant milestones.</i>	<i>Show increasing independence when using period specific detail to make the work more convincing and authentic.</i> <i>With increasing independence, refer to dates during discussions and responses, showing the importance of lengths of time and significant milestones.</i>	<i>Consistently use appropriate period-specific references and now begin to also use provisional and tentative language to express uncertainty e.g. perhaps, may, might, some people think.</i> <i>Confidently refer to dates during discussions and responses, describing the importance of lengths of time and significant milestones.</i>	<i>Consistently use appropriate period-specific references and now begin to also use provisional and tentative language to express uncertainty e.g. perhaps, may, might, some people think.</i> <i>Confidently refer to dates during discussions and responses, describing the importance of lengths of time and significant milestones.</i>