



HISTORY – PROGRESSION OF SKILLS



Year	Chronological Understanding	Historical Knowledge & Understanding	Historical Enquiry	Historical Interpretation	Organisation & Communication	Historical Vocabulary
Nursery	<ul style="list-style-type: none"> • Notice changes over time. • Talk about events in their own lives. • Recognise routines and sequences. • Understand simple concepts such as before and after. 	<ul style="list-style-type: none"> • Explore family photographs. • Talk about people important to them. • Recognise that parents and grandparents were once children. 	<ul style="list-style-type: none"> • Ask simple questions about photographs and objects. • Explore artefacts through play and discussion. 	<ul style="list-style-type: none"> • Listen to stories from the past. • Begin to understand stories can tell us about different times. 	<ul style="list-style-type: none"> • Use simple language to describe experiences. • Retell events in order. 	<i>old, new, before, after, yesterday, today, long ago</i>
Reception	<ul style="list-style-type: none"> • Compare their lives now with when they were babies. • Sequence familiar events. • Understand that the past is different from the present. 	<ul style="list-style-type: none"> • Talk about similarities and differences between now and the past. • Learn about significant people through stories. • Explore changes within living memory. 	<ul style="list-style-type: none"> • Ask questions about photographs, artefacts and stories. • Use observations to identify differences. 	<ul style="list-style-type: none"> • Understand that pictures, books and objects help us learn about the past. 	<ul style="list-style-type: none"> • Share ideas through discussion, role play and drawing. 	<i>past, present, change, memory, then, now, history</i>
Year 1	<ul style="list-style-type: none"> • Place events in order. • Use simple timelines. • Distinguish between past and present. 	<ul style="list-style-type: none"> • Identify changes within living memory. • Learn about significant individuals. • Recognise important national events. 	<ul style="list-style-type: none"> • Ask and answer simple historical questions. • Use photographs, artefacts and stories as sources. 	<ul style="list-style-type: none"> • Identify different ways the past is represented. 	<ul style="list-style-type: none"> • Describe events and people from the past. • Communicate ideas through speaking, drawing and simple writing. 	<i>century, timeline, significant, monarch, event</i>
Year 2	<ul style="list-style-type: none"> • Place people and events on a timeline. • Use terms relating to the passing of time accurately. 	<ul style="list-style-type: none"> • Compare aspects of life in different periods. • Understand why certain individuals are remembered. • Study events beyond living memory. 	<ul style="list-style-type: none"> • Select information from simple sources. • Ask relevant questions about the past. 	<ul style="list-style-type: none"> • Compare different accounts of the same event. 	<ul style="list-style-type: none"> • Record findings using sentences and labelled diagrams. • Explain similarities and differences. 	<i>decade, source, evidence, compare, chronology</i>
Year 3	<ul style="list-style-type: none"> • Develop understanding of BC/BCE and AD/CE. • Place periods studied on a timeline. • Recognise duration and 	<ul style="list-style-type: none"> • Understand features of ancient civilisations. • Describe changes in Britain over time. • Identify causes and consequences of events. 	<ul style="list-style-type: none"> • Use multiple sources to answer questions. • Extract relevant information from evidence. 	<ul style="list-style-type: none"> • Recognise that different versions of the past exist. 	<ul style="list-style-type: none"> • Present findings in written and oral forms • Use historical vocabulary accurately. 	<i>civilisation, empire, settlement, invasion, archaeology</i>



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	overlap between periods.					
Year 4	<ul style="list-style-type: none"> • Make links between periods studied. • Identify developments occurring simultaneously in different places. 	<ul style="list-style-type: none"> • Explain reasons for change and continuity. • Understand social, cultural and religious aspects of periods studied. 	<ul style="list-style-type: none"> • Formulate questions independently • Use evidence to support conclusions. 	<ul style="list-style-type: none"> • Evaluate how useful different sources are. 	<ul style="list-style-type: none"> • Present balanced accounts using evidence. • Organise information under themes. 	<i>legacy, primary source, secondary source, society, culture</i>
Year 5	<ul style="list-style-type: none"> • Develop a secure chronological framework of British and world history. • Identify links across periods and civilisations. 	<ul style="list-style-type: none"> • Explain complex causes and consequences. • Understand significance from different perspectives. • Compare historical societies. 	<ul style="list-style-type: none"> • Select and combine evidence from multiple sources. • Investigate historical questions independently 	<ul style="list-style-type: none"> • Explain why accounts of the past differ. • Consider bias and reliability. 	<ul style="list-style-type: none"> • Construct evidence-based arguments. • Write extended historical explanations. 	<i>significance, consequence, interpretation, reliability, bias</i>
Year 6	<ul style="list-style-type: none"> • Demonstrate a secure overview of British history. • Connect local, national and global events. • Understand long-term trends and developments. 	<ul style="list-style-type: none"> • Analyse causes, consequences, change and continuity. • Evaluate significance using historical criteria. • Understand connections between historical themes. 	<ul style="list-style-type: none"> • Plan and carry out independent historical investigations. • Evaluate the validity and usefulness of evidence. 	<ul style="list-style-type: none"> • Critically evaluate contrasting interpretations. • Explain how interpretations are influenced by context and evidence. 	<ul style="list-style-type: none"> • Present balanced, evidence-based conclusions. • Use precise historical language. • Debate and justify viewpoints. 	<i>continuity, causation, interpretation perspective, validity, provenance</i>