



History Knowledge and Skills Progression Map

		Birth-3	3-4	Reception - ELG	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Understanding chronology			Pupils begin to make sense of their own life-story and family's history.	Pupils can comment on images of familiar situations in the past.	Pupils can place events, people and artefacts in order on a time line. Pupils can use language associated with the passing of time (past, present, old, new) Pupils can recount changes that have occurred in their own lifetime.	Pupils can place events, people and artefacts in order on a time line. Pupils can use language associated with the passing of time (past, present, old, new) Pupils can recount changes they have been taught about that have occurred in their own lifetime, in living memory and beyond living memory. Pupils can begin to use dates to help them understand chronology.	Pupils can place events, artefacts and historical figures on a time line using dates. Pupils understand the concept of change over time, representing this, along with evidence, on a time line. Pupils use dates and terms to describe events.	Pupils can place events, artefacts and historical figures on a time line using dates. Pupils understand the concept of change over time, representing this, along with evidence, on a time line. Pupils use dates and terms to describe events.	Describe the main changes in a period of history as a result of their chronological understanding. Pupils use dates and terms accurately in describing events.	Describe the main changes in a period of history as a result of their chronological understanding. Pupils use dates and terms accurately in describing events.
Historical Enquiry	Know ledge and Unde rs tand	Pupils can repeat actions that have an effect.	Pupils begin to make sense of their own life-story and family's history.	Pupils can compare and contrast characters from stories, including figures from the past. Pupils can talk about the lives of the people around them and their roles in society.	Pupils can describe historical events. Pupils can describe significant people from the past. Pupils can describe significant people from the past.	Pupils can describe historical events. Pupils can describe significant people from the past. Pupils recognise that there are reasons why people in the past acted as they did.	Pupils are able to provide specific details of the events, people, problems and/or developments associated with the historical periods studied. Pupils can describe changes that have happened in the locality	Pupils are able to demonstrate deeper understanding of history by making some connections between the different periods studied. Shows knowledge and understanding by describing features of past societies and periods.	Pupils are able to demonstrate deeper understanding of history by starting to recognise the impact of people and events. Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.	Pupils are able to demonstrate contextual understanding of the period studied. Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people;



	in g			Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Pupils recognise that there are reasons why people in the past acted as they did.	Pupils are showing increasing awareness of the past, including demonstrating knowledge of where people, inventions and events fit within a specific chronological framework.	of the school throughout history. Pupils can give a broad overview of life in Britain from ancient until medieval times.	Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	Gives some causes and consequences of the main events, situations and changes in the periods studied. Identifies changes and links within and across the time periods studied.	buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of above may have changed during a time period. Gives own reasons why changes may have occurred, backed up with evidence. Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today. Makes links between some features of past societies.
	Use of sources			Pupils can understand the past through settings, characters and events encountered in books read in	Pupils observe or handle evidence to ask questions and find answers to simple	Pupils observe or handle evidence to ask questions and find answers to questions about the past. Pupils ask questions such as: What was it like for people? What	Pupils use evidence to ask questions and find answers to questions about the past. Pupils begin to use more than one source of evidence for historical enquiry in order to gain a	Pupils use evidence to ask questions and find answers to questions about the past. Pupils begin to suggest suitable sources of evidence for historical enquiries.	Pupils use sources of evidence to deduce information about the past. Pupils select suitable sources of evidence.	Pupils select suitable sources of evidence, giving reasons for choices. Pupils use sources of information to form testable hypotheses about the past.



				class and storytelling.	questions about the past. Pupils use artefacts, pictures and stories to find out about the past. Pupils identify some of the different ways the past has been represented.	happened? How long ago? Pupils use artefacts, pictures, stories, online sources and databases to find out about the past. Pupils identify some of the different ways the past has been represented.	more accurate understanding of history. Pupils can describe different accounts of a historical event.	Pupils begin to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Pupils can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Pupils use sources more critically thinking about their utility, accuracy and reliability.	Pupils show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Pupils understand that no single source of evidence gives the full answer to questions about the past. Pupils refine lines of enquiry as appropriate.
Communicating historically			Pupils develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Pupils can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Pupils can talk about the lives of the people around them and their roles in society.	Pupils can express their understanding of the past through role-play, talk, drawing and simple written responses. Pupils can use simple chronological language when describing the passing of time.	Pupils use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Pupils are secure when using a wide range of vocabulary for everyday historical terms. Pupils use key words and phrases relating to periods they have studied.	Pupils use appropriate historical vocabulary to communicate. Pupils express their thinking in increasingly organised ways, providing reasons.	Pupils use appropriate historical vocabulary to communicate. Pupils express their thinking in increasingly organised ways, providing reasons.	Pupils can communicate conclusions they have drawn about the past using appropriate historical vocabulary. Pupils have an increased understanding of historical context.	Pupils can communicate conclusions they have drawn about the past using appropriate historical vocabulary. Pupils have an increased understanding of historical context.

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					Pupils use key vocabulary to describe everyday historical terms					
Historical concepts	Continuity and change	Pupils make connections between the features of their family and other families.	Pupils talk about members of their immediate family and community.	Pupils talk about members of their immediate family and community. Pupils name and describe people who are familiar to them.	Identify similarities / differences between ways of life at different times Pupils should be able to recognise explicit changes between their own lives and the lives of people from the past.	Identify similarities / differences between ways of life at different times Pupils should be able to describe changes that have occurred between wider modern life and the past. Pupils recognise changes in living memory and beyond living memory.	Describe / make links between main events, situations and changes within and across different periods/societies Pupils should be able to recognise and understand that some aspects of life change and some aspects stay the same across periods of time.	Describe / make links between main events, situations and changes within and across different periods/societies Pupils should be able to describe some of the changes between historical periods.	Describe / make links between main events, situations and changes within and across different periods/societies Pupils should be able to suggest some reasons for the described changes between historical periods.	Describe / make links between main events, situations and changes within and across different periods/societies Pupils should be able to see that there are links between historical periods that could account for levels of change and continuity.
	Similarity and difference	Pupils notice differences between people.	Pupils continue developing positive attitudes about the differences between people. Pupils know that there are different countries in the world and talk about the differences	Pupils name and describe people who are familiar to them. Pupils compare and contrast characters from stories, including figures from the past. Pupils know some similarities and differences between different	Make simple observations about different types of people, events, beliefs within a society Pupils are able to make observations regarding similarity and	Make simple observations about different types of people, events, beliefs within a society Pupils should be able to make simple observations about the similarities and differences between people, events and beliefs within a historical period.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world Pupils should be able to recognise and understand that there are similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world In addition to recognising similarity and difference in the ways of life, beliefs and events affecting people within specific historical periods, pupils should be able to suggest some reasons for such occurrences.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world Pupils should be able to identify and describe similarity and difference when using historical sources within or between contemporary regions, nations or cultures.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world Pupils should be able to suggest reasons why there are similarities and differences within or between contemporary regions, nations or cultures.



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			they have experienced or seen in photos.	religious and cultural communities in this country, drawing on their experiences and what has been read in class.	difference within a wider modern context (e.g. cultural beliefs, community traditions) and are beginning to apply this understanding to past societies.					
Cause and consequences	Pupils understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Pupils Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Pupils Make comments about what they have heard and ask questions to clarify their understanding. Pupils offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Pupils ask questions to find out more and to check they understand what has been said to them.	Recognise why people did things, why events happened and what happened as a result Pupils can question and provide explanations of why things happen within an unfamiliar historical story.	Recognise why people did things, why events happened and what happened as a result Pupils should be able to recognise what has happened, why it happened and what the impact was in within the context of a story about the past.	Identify and give reasons for, results of, historical events, situations, changes Pupils should be able to identify some reasons for why people acted in the way they did and/or some of the reasons why events occurred.	Identify and give reasons for, results of, historical events, situations, changes Pupils should be able to go beyond identification of actions to suggest the reasons for and impact of actions and events.	Identify and give reasons for, results of, historical events, situations, changes Pupils should be able to consider what went before and after when suggesting the impact of historical events or developments.	Identify and give reasons for, results of, historical events, situations, changes Pupils should be able to provide some explanation of their reasons relating to the impact of historical events or developments.	



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				Pupils Articulate their ideas and thoughts in well-formed sentences.						
	Significance				Talk about who was important e.g. in a simple historical account Pupils can provide examples of significant modern individuals and what makes them important.	Talk about who was important e.g. in a simple historical account Pupils should be able to talk about who or what was important within a historical period.	Identify historically significant people and events in situations Pupils should be able to consider which people or events were historically important relative to each other.	Identify historically significant people and events in situations Pupils should be able to suggest reasons for historical importance.	Identify historically significant people and events in situations Pupils should be able to suggest reasons for how they order historical importance.	Identify historically significant people and events in situations Pupils should be able to undertake simple comparison to determine and give reason for the most important person, event or change.