



History Progression of Skills – 2024/2025

	Chronological understanding and interpretation	Understanding of events, people and changes	Organisation and communication	Historical enquiry
Nursery	<ul style="list-style-type: none"> To show awareness of daily routines, to develop an awareness of present, past and future. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 		<ul style="list-style-type: none"> To discuss significant dates, celebrations and events and researching information using ICT.
Reception	<ul style="list-style-type: none"> To understand that there is an order to the day, week and months of the year and discuss the different events that occur, in past, present and future tense. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. To observe and understand events, people and changes that are relevant to them. To begin to make sense of their own life story and family's history. 	<ul style="list-style-type: none"> To begin to make sense of their own life story and family's history. 	<ul style="list-style-type: none"> To explore the lives of significant historical figures through the use of stories, images and video clips.
Year 1	<ul style="list-style-type: none"> Recognise and use everyday terms about the passing of time, e.g. old, new, today, yesterday, a long time ago, earlier, later, before, after, next, first, and including days of the week, weeks, months and years (maths Y1) Sequence a few events, pictures or objects in chronological order (maths Y1) Show awareness that things may be different today compared to earlier times Begin to understand that the past can be seen in different ways 	<ul style="list-style-type: none"> Show some knowledge and understanding of stories about the past e.g. by retelling in own words Recognise that their own lives are different from the lives of people in the past Show knowledge of changes in their own lives 	<ul style="list-style-type: none"> Talk about stories about the past 	<ul style="list-style-type: none"> Find answers to some simple questions about the past from sources of information
Year 2	<ul style="list-style-type: none"> Use common words and phrases relating to the passing of time including use of numbers, e.g. one year ago, 10 years after, 5 months before (maths Y2) Arrange events or objects in chronological order on a simple timeline, e.g. one showing: now, when I was born, when mummy was born, when grandpa was born Identify similarities and differences between ways of life in different periods Understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> Choose and use parts of stories and other sources, e.g. pictures, to show knowledge and understanding of key features of events in the past Show awareness that actions have consequences Recognise differences and similarities between ways of life in the past Talk about who was important, e.g. in a simple historical account 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms to write simple sentences (English Y2) about selected appropriate knowledge and understanding of history 	<ul style="list-style-type: none"> Ask questions about the past Use sources such as artefacts, pictures and stories to help answer historical questions
Lower Key Stage 2	<ul style="list-style-type: none"> Show understanding that the past can be divided into different periods of time by placing events, people and changes into correct periods of time Use dates to place events, people and features of particular eras on a timeline including BC, AD, BCE and CE dates (maths Y4), compare durations of eras or events (maths Y3) and make correct use of historical period terms such as ancient, medieval, modern, century and decade Describe similarities and differences within and across different periods and suggest reasons for them Identify some of the different ways in which the past is represented and interpreted 	<ul style="list-style-type: none"> Use simple evidence to show knowledge of some of the main events, people and changes studied Give a reason for the occurrence of an event or action relating to other people in different times and say what happened as a result Demonstrate knowledge of concrete examples of continuity and change over time by identifying what has stayed the same and what has changed, e.g. what clothes rich and poor people wore, how fires were dealt with in different eras. 	<ul style="list-style-type: none"> Communicate knowledge clearly, using paragraphs to organise ideas around a theme (English Y4) and use and spell historical terms accurately 	<ul style="list-style-type: none"> Ask appropriate historical questions, e.g. about a picture, artefact or story; after research or using sources, propose some additional questions for future consideration Use research skills to answer questions and give some valid reasons to substantiate answers
Upper Key Stage 2	<ul style="list-style-type: none"> Use dates precisely including BC, AD, BCE and CE and say, read and write dates accurately (maths Y6). 	<ul style="list-style-type: none"> Use evidence from sources to show knowledge by being able to describe in 	<ul style="list-style-type: none"> Produce structured informed responses that involve thoughtful selection and organisation of relevant historical 	<ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity, difference and significance

	<ul style="list-style-type: none"> • Have a secure knowledge and understanding of the chronology of the British, local and world history studied. • Recognise characteristic features of periods and societies studied. • Pick out connections, contrasts and trends over time within and across different periods. • Understand how our knowledge of the past is constructed from a range of sources. 	<p>detail the stories of events, people and places.</p> <ul style="list-style-type: none"> • Show historical understanding by identifying and explaining causes of events and changes, and describing and explaining what happened as a consequence. • Demonstrate knowledge of continuity and change over time, making links to show how one thing may depend upon another. • Identify historically significant people and events. 	<p>information, making appropriate use of dates and historical terms which are spelt correctly (maths Y4), with ideas linked across paragraphs (English Y6)</p>	<ul style="list-style-type: none"> • Construct informed responses to questions about change, cause, similarity, difference and significance by selecting and organising relevant historical information
<p style="text-align: center;">Lower Key Stage 3</p>	<ul style="list-style-type: none"> • Describe characteristic features of periods and societies studied and place them in a chronological framework. • Describe and suggest explanations for connections, contrasts and trends over time within and across different periods. • Recognise that the past is represented and interpreted in different ways and suggest reasons for this. 	<ul style="list-style-type: none"> • Use secure knowledge and understanding of History to describe and analyse past societies and periods to suggest links between features within and across different periods with reference to some sources used. • Show an understanding of cause and consequence of the main events and changes by showing that some causes and some consequences may be links, i.e. how one action or event may depend on another. • Demonstrate knowledge of continuity and change over time, showing understanding of their complexity by, for example, describing them as gradual or rapid, important or unimportant, economic, religious, etc. 	<ul style="list-style-type: none"> • Recall, select, organise, and communicate historical information supported by reference to some of the sources they have used, to produce structured work, making appropriate use of dates and historical terms. 	<ul style="list-style-type: none"> • Understand historical enquiry and begin to frame valid enquiries. • Use a range of sources and evaluate them to identify those that are most useful and reliable for specific enquiries.

MORE ABLE

If a child is secure with all skills within their year group band, they can be assessed by the following more able strands:

- Question what the past was like, using historical language.
- Formulate a concept of what the past looked like.
- Interpret the reliability of a source and identify its weaknesses in creating an idea of the past.
- Justify their opinion of the past using evidence based on their enquiry.