



# History Skills Progression

# History Skills Progression

## Chronological Understanding

Key Questions:

When did it happen? How long did it take? Which period of history did this come after?  
Which period(s) of history came before?

**EYFS**

**Year 1/2**

**Year 3/4**

**Year 5/6**

- To place events (pictures or text) in order.
- To place numbers in order.
- To use words that indicate past.
- To identify how they have changed.
- To identify things that are from the past/old.
- Start to use words and phrases such as before, after, past, present, then and now.

- Use words and phrases relevant to the past; old, new, a long time ago.
- Recognise that some objects belong in the past.
- Begin to understand where people and events fit on a timeline.
- Recount changes within living memory.
- Use words and phrases such as before, after, past, present, then and now.
- Understand where people and events fit within a chronological timeline.
- Sequence photographs and objects on a timeline.

- Develop an increasingly secure chronological knowledge of local, British and world history, using dates.
- Use words and phrases related to a specific period.
- Understand more complex terms e.g. BC/AD and BCE/CE.
- Put events, places, and people on a timeline (matching dates).
- Use mathematical knowledge to work out how long-ago events took place.
- Identify some main events from a period of history (add some relevant detail about them) and order them.

- Develop an increasingly secure chronological knowledge of local, British and world history, using dates.
- Order a greater number of significant events, movements, and dates on a timeline.
- Describe the main changes in a period in history and place them in the correct order.
- Summarise the main events from a period of history, explaining the order of events and what happened.
- Know the chronological order of time periods studied so far.
- Understand that some Civilisations lived concurrently and how/why.

**Possible Questions**

What came before/after?  
  
How have you changed?

**Possible Questions**

When did it happen?  
  
How long did it take?  
How do we know?  
  
How can we tell an object is from the past?

**Possible Questions**

How would you describe a period?  
  
What do we know about this time?  
  
What does AC/BC mean?  
What does BCE/CE mean?  
  
Why might we see both?

**Possible Questions**

Where does this period fit on a timeline in relation to other periods studied?  
  
How long ago did this event take place?  
  
How was life different/same?  
What was the sequence of key events during this period?  
  
What other civilisations were around at the same time?

# History Skills Progression

## Cause and Consequence

Key Questions:

Why did that happen? What was the result of that happening?

**EYFS**

**Year 1/2**

**Year 3/4**

**Year 5/6**

- Question why things happen and give explanations.
- Begin to identify what made something happen.

- Begin to recognise that significant events happened because of a cause.
- Begin to understand that aspects of life changed following an event.

- Identify reasons for and results of people's actions.
- Understand why people may have had to do something.
- Look for links and effects in times studied, offer a reasonable explanation for some events.
- Address and devise historical questions about cause.
- Comment on the importance of cause and effects for some key events.

- Examine causes and results of great events and the impact on people.
- Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation.
- Know key dates, characters and events of time studied.
- Short- and long-term causes of events identified and explained.

**Possible Questions**

What happened?

Why?

**Possible Questions**

Why did people do things?

Why did an event happen?

What happened as a result?

**Possible Questions**

Why did it happen?

What was the result?

Who was affected?

What was the impact of the event on others?

**Possible Questions**

Why was it important?

How do key events link?

What influenced these events?

# History Skills Progression

Continuity and change between periods and within them							
Key Questions:		What key things changed in this period of history? Is this the same as it was in a different period of history? Is this different to how it was in a different period of history?					
EYFS		Year 1/2		Year 3/4		Year 5/6	
<ul style="list-style-type: none"> <li>Children can talk about changes that have happened to themselves.</li> </ul>		<ul style="list-style-type: none"> <li>Children can begin to identify:                             <ul style="list-style-type: none"> <li>Old and new things in a picture.</li> <li>What was different and what was the same when their parents and grandparents were children.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Children can identify between and within periods:                             <ul style="list-style-type: none"> <li>Things that stayed the same.</li> <li>Things that changed.</li> <li>Make links between events over time.</li> <li>Begin to note the similarities and differences:                                     <ul style="list-style-type: none"> <li>Within current period of history being studied</li> <li>When current period of history being studied is compared to previous periods that have been studied.</li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Children can identify and explain within and between periods of history:                             <ul style="list-style-type: none"> <li>Key changes.</li> <li>Similarities.</li> <li>Why certain changes were important.</li> <li>Any subtle differences between similarities</li> <li>How changes may have been different in different places during the same period of history</li> </ul> </li> </ul>	
<b>Possible Questions</b>	What has stayed the same?	<b>Possible Questions</b>	What has stayed the same?	<b>Possible Questions</b>	What has stayed the same (comparing past periods)?	<b>Possible Questions</b>	What has stayed the same (comparing past periods)?
	What is different?		Why?		Why?		
			What has changed?		What has changed?		What has changed?
			Give an example (tell me how)?		Why and how?		Why and how?
			Is it still like that today?		What other period of history is that the same as?		Which changes were most significant?
					What other period of history is that different to?		Why?
					Is it still like that today? Why?		Did it change like this everywhere or for everyone?

# History Skills Progression

## Similarities and Differences

Key Questions:

Was it the same for everyone? Who was it different for? Was it the same everywhere?

**EYFS**

**Year 1/2**

**Year 3/4**

**Year 5/6**

- Children know about similarities and differences between:
- themselves and others
- families
- communities
- traditions

- Children start to understand life was different for different people in the past:
- rich and poor
- male and female
- Start to understand that this may have been different in different places at the same time

- Identify (by including some examples) how life was different for different people in the past:
- rich and poor
- male and female
- different cultures and races
- different religions
- Identify that this may have been different in different places at the same time

- Explain (and give examples) how life was different for different people in the past:
- rich and poor
- male and female
- different cultures and races
- different religions
- Explain (and give examples) that this may have been different in different places at the same time.
- Attempt to explain reasons for these differences or explain the reasons other give.

**Possible Questions**

What is the same?  
  
What is different?

**Possible Questions**

Was this the same for everyone?  
  
How would life of a ##### person have been different?  
  
Who would this have been different for?

**Possible Questions**

Can you give an example of how life was different for someone who was there?  
  
Was this the same everywhere?  
  
Where was it different?  
  
How was it different?

**Possible Questions**

Which groups was this different for?  
  
Can you give an example?  
  
Why was there this difference?  
  
Why do people believe there was this difference?  
  
Was this the same everywhere?  
  
Can you give an example to support your answer?

# History Skills Progression

## Historical Significance

Key Questions:

What changed as a result of this? Why was this person important/significant?  
Why was this event important/significant?

**EYFS**

**Year 1/2**

**Year 3/4**

**Year 5/6**

- Recognise and describe a special object.
- Recognise and describe a special time or event in their life (self, family, or friends).

- Talk about who or what was important (e.g. in simple historical account).
- Talk about why they (who or what) were important and what changed/happened.

- Identify historically significant people and events from a period of history and what they did/happened.
- Begin to identify why what they did (or what happened) was important and how it changed things for people.

- Identify historically significant people and events from a period of history.
- Explain why they were significant.
- Describe and explain why what they did (or what happened) was important and how it changed things for people.

**Possible Questions**

Can you tell me why that is special?  
  
Can you tell me what happened?

**Possible Questions**

Who was an important person?  
  
What did this person do?  
  
What important thing happened?  
  
What changed after this?

**Possible Questions**

Why was this person important?  
  
What did this person do that was important?  
  
What important thing happened and what changed as a result?

**Possible Questions**

Why was this person important?  
  
Explain what this person did that was important?  
  
What impact did this person have on events or people?  
  
What impact did this event (or period of history) have on events or people?  
  
How did life change following this?

# History Skills Progression

## Historical Evidence

Key Questions:

What is the evidence? How do people know this? What can this source tell me? Can I trust this source?  
 What did this person think? Why did this person think like that? Why does that person see it differently?

**EYFS**

**Year 1/2**

**Year 3/4**

**Year 5/6**

- Sort some objects into new and old.

- Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects).
- Describe similarities and differences between artefacts.
- Sort some objects/artefacts between then and now.
- Look at pictures and photos to identify things from the past.

- Identify different sources that have given them information about the period they are studying.
- Identify if a piece of evidence is first-hand or someone's view.
- Identify details in pictures and artefacts.
- Use evidence from a source to answer a question or support and answer.

- Begin to identify primary and secondary sources.
- Identify different evidence that supports a point they are making.
- Select relevant sections of historical information to answer a question/enquiry.

**Historical Interpretation**

Understand people have had different experiences.  
 Understand people have different things.  
 Understand people might like different things.

**Historical Interpretation**

Identify different ways in which the past is represented.  
 Identify that two people could explain something differently or retell a story in a different way.

**Historical Interpretation**

Understand that different versions of the past may exist.  
 Begin to consider why there are different versions of events (fact or fiction).  
 That these may vary depending upon a person's place/role/side in history.

**Historical Interpretation**

Understand that different versions of the past may exist and give reasons why.  
 Compare accounts of events from different sources.  
 Explain why there are different versions of events (fact or fiction).  
 That these may vary depending upon a person's place/role/side in history.  
 Make connections between different sources of evidence and identify the different interpretations.  
 Understand the importance of checking the accuracy of interpretations/evidence.