



History Skills Progression

		Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Skills	□ Make connections between the features of their families and other families. □ Begin to make sense of their own life story and family's history.	□ Talk about members of their immediate family and community.	□ Sequence events in their life □ Sequence 3 or 4 artefacts from distinctly different periods of time □ Match objects to people of different ages □ Match objects to people of different ages	□ Use phrases and words like before, after, past, present, now and then accurately. □ Sequence photographs etc. from different periods of their life □ Describe memories of key events in lives	□ Place the time studied on a time line □ Use dates and terms related to the study unit and passing of time □ Sequence several events or artefacts	□ Place events from period studied on time line □ Use terms related to the period and begin to date events □ Understand more complex terms eg BC/AD	□ Know and sequence key events of time studied □ Use relevant terms and period labels □ Make comparisons between different times in the past	□ Place current study on time line in relation to other studies □ Use relevant dates and terms □ Sequence up to 10 events on a time line
	Knowledge			- Events in Bapchild School and Church, timeline from Past - Present (T3) (T4) - How has the school uniform evolved over time? (T3) - Discover English Royal objects and compare to Japanese Royal Objects. (T5) - Timeline of the Monarchy from 1936 – Present (T5)	- Timeline of events from the lives of Florence Nightingale and Mary Seacole. (T3) - Events during the Great Fire of London. (T1) - Family tree of the Royal Family and events during their lives. (T4) - Time line of the Monarchy from 1901- present. (T4)	- Timeline events from the Stone age – Iron Age. (T3+4) - Sequence events and tools, comparing them through the ages. (T3+4) - Events and significant structural changes of St Laurence's Church from 700Approx – Present. (T5)	- Time line Events of how Rome was founded. (T1) - Accurately Locate these on a timeline using correct dates. (T1) - Timeline events of the Battle of Hasting. (T5+6) - Edward the Confessor the impact of his time ruling. (T5+6)	- Timeline events of Ancient Egypt from 3100BC-30BC -	- Timeline events from Ancient Greece. (T1) - Sequence key events from WWII in Britain. (T3+4) - Understand the scope of the war and the other countries involved. ((T3+4)

Range and depth of historical knowledge	Skills	☐ Notice difference between people. ☐ Continue to develop positive attitudes about the differences between people.	☐ Comment on images of familiar situations in the past. ☐ Name and describe people who are familiar to them.	☐ Recognise the difference between past and present in their own and others' lives ☐ They know and recount episodes from stories about the past	☐ Recognise why people did things, why events happened and what happened as a result ☐ Identify differences between ways of life at different times	☐ Find out about everyday lives of people in time studied ☐ Compare with our life today ☐ Identify reasons for and results of people's actions ☐ Understand why people may have wanted to do something	☐ Use evidence to reconstruct life in time studied ☐ Identify key features and events of time studied ☐ Look for links and effects in time studied ☐ Offer a reasonable explanation for some events	☐ Study different aspects of different people - differences between men and women ☐ Examine causes and results of great events and the impact on people ☐ Compare life in early and late 'times' studied ☐ Compare an aspect of life with the same aspect in another period	☐ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings ☐ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation ☐ Know key dates, characters and events of time studied

	Knowledge			- Explore and describe Bapchild school in the past. (T3) - Significant landmarks at St Laurence's Church (T4) - Compare the Monarchy's in different countries. (T5)	-Understanding the way Florence and Mary changed the way sick people were treated. (T3) - The difference between nursing in the past and now (T3) - Investigation of the current Monarchy and how it has changed. (T4)	- Archaeologist evidence enables us to learn about the lives of people in the past (T3+4) -How life has changed since the Stone Age. (T3+4) -Investigation about the history of Skara Brae. (T3+4)	- Understand formations and techniques of a Roman Battle (T1) - Understand Boudicca's invasion and resistance. (T1) - The study of Viking life and what it was like. (T5+6) - Explain and reason with invasion tactics and purpose. (T5+6)	- Understand the importance and purpose of the Egyptian Gods and Goddesses. (T3+4) - The ways of life/process and beliefs during 'ancient' time periods. (T3+4) - The discovery of Tutankhamun and the impact that had. (T3+4)	- Key Ancient Greek Gods. Their beliefs and the impact they had on their civilisation. (T1) - Understand the difference between the Sparta family and Athenian family. (T1) - Investigate Anne Frank and her relevance during this time period. (T3+4) -Rationing and the effects. (T3+4) -Effects of the war and thoughts about how the rules of engagement to prevent another war. (T3+4)
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Interpretations of history	Skills	☐ Show an interest in different occupations.	☐ Compare and contrast characters from stories, including figures from the past.	☐ Use stories to encourage children to distinguish between fact and fiction ☐ Compare adults talking about the past – how reliable are their memories?	☐ Compare 2 versions of a past event ☐ Compare pictures or photographs of people or events in the past ☐ Research the life of a non-Briton from the past. ☐	☐ Identify and give reasons for different ways in which the past is represented ☐ Distinguish between different sources – compare different artefacts. ☐ Explain contrast and trends over time. ☐ Talk about similarities and differences between a place in their locality.	☐ Look at artefacts from the time period studied. ☐ Begin to evaluate the usefulness of primary and secondary sources ☐ Use text books and historical knowledge	☐ Compare accounts of events from different sources – fact or fiction ☐ Offer some reasons for different versions of events	☐ Link sources and work out how conclusions were arrived at ☐ Consider ways of checking the accuracy of interpretations – fact or fiction and opinion ☐ Be aware that different evidence will lead to different conclusions ☐ Confidently use the library and internet for research
	Knowledge			- Stories about the church in the past from Rev. Simon about St Laurence's Church. (T4) - The reign of Queen Elizabeth II and King Charles III (T5) - The King's Coronation Ceremony 06.05.2023. (T5)	- Understand the comparison of two significant individuals and the impact they had on nursing. (T3) - Study the past coronations of King Charles III and Queen Elizabeth II. (T4) - Learn varied accounts of the Great Fire of London. (T1)	- Identify building features and time periods the church was structurally built understanding its purpose. (T5) - Use historical drawings and photographs to compare St Laurence's church in different time periods. (T5)	- Explore Roman artefacts/shields understanding effectiveness. (T1) - The study of Lindisfarne and its importance to this time period. (T5+6)	- The process of mummification and the strong beliefs of the afterlife. (T3+4)	- Investigate the Blitz, understanding the need for android shelters (T3+4) - Influence of Ancient Greece on various areas of modern life. (T1) The treasures of Court Priam, fact or fiction? (T1) Ancient Greece democratic system. (T1)

Historical enquiry	Skills	☐ Exploration of artefacts linked to their topics.	☐ Begin to understand that some places are special to members of their community.	☐ Find answers to simple questions about the past from sources of information e.g. artefacts ☐ Ask and answer simple historical questions. ☐ Recognise the difference between past and present in their locality.	☐ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	☐ Use a range of sources to find out about a period ☐ Observe small details – artefacts, pictures ☐ Select and record information relevant to the study ☐ Begin to use the library and internet for research	☐ Use evidence to build up a picture of a past event ☐ Represent one aspect of life in the past. ☐ Ask a variety of questions ☐ Use the library and internet for research	☐ Begin to identify primary and secondary sources ☐ Use evidence to build up a picture of a past event ☐ Select relevant sections of information ☐ Use the library and internet for research with increasing confidence	☐ Recognise primary and secondary sources ☐ Use a range of sources to find out about an aspect of time past ☐ Suggest omissions and the means of finding out ☐ Bring knowledge gathered from several sources together in a fluent account
	Knowledge			-The changes that have happened to Bapchild school structurally and locally (T3) -Using the 5 W's find out about the school in the past. (T3) -Compare the reign of Elizabeth II to the Emperor of Japan, Akihito. (T5)	- Medical equipment and how it has changed overtime. (T3) - The purpose and importance of fire alarms. (T1)	-Know how baptism has changed overtime and what past baptism records tell us. (T5) - Locate different time periods within St Lauren's church according to the building structures. (T5) - Investigate stone age structures and cave paintings. (T3+4)	- The Roman invasion and how they conquered over Europe. (T1) - Use books and the internet to discover more about the Roman Empire (T1) - Create a Viking long boat and understand how they were used. (T5+6)	- The exploration of hieroglyphics and how this developed during ancient times. (T3+4) - Research into ancient civilisation. (T3+4)	- Understanding of 'Evacuation' and the life of an evacuee. (T3+4) Linked to Goodnight Mr Tom. - The role of propaganda and bias. (T3+4)

Organisation and communication		□ Communicate their knowledge through: - Conversations.... - Stories..... - Experiences/Visitors.... - Drawing pictures... - Drama/role play..	□ Communicate their knowledge through: - Discussion.... - Drawing pictures... - Drama/role play.. - Making models..... - Writing.. - Using ICT...	□ Recall, select and organise historical information □ Communicate their knowledge and understanding.	□ Select and organise information to produce structured work, making appropriate use of dates and terms.
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