

History skills progression

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
<p>1. <b>Chronological knowledge / understanding</b> (including characteristic features of periods)</p>	<p><u>ELGs:</u> <u>Listening and Attention</u></p> <p>1. Children listen attentively in a range of situations.</p> <p>2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>1. Develop an awareness of the past</p> <p>2. Use common words and phrases relating to the passing of time</p> <p>3. Know where all people/events studied fit into a chronological framework</p> <p>4. Identify similarities / differences between periods</p>	<p>1. <b>Continue to develop chronologically</b> secure knowledge of history</p> <p>2. Establish clear narratives within and across periods studied</p> <p>3. Note connections, contrasts and trends over time</p>	<p>1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning</p> <p>2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</p>
<p>2. <b>Historical terms</b> e.g. empire, peasant</p>	<p>to what they hear with relevant comments, questions or actions.</p>	<p>1. Use a wide vocabulary of everyday historical terms</p>	<p>1. Develop the appropriate use of historical terms</p>	<p>1. Use historical terms and concepts in increasingly sophisticated ways</p>
<p>3. <b>Historical enquiry</b> - Using evidence / Communicating ideas</p>	<p>3. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>1. Ask and answer questions *</p> <p>2. Understand some ways we find out about the past</p> <p>3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</p>	<p>1. <b>Regularly address and sometimes</b> devise historically valid questions *</p> <p>2. <b>Understand how knowledge of the past is</b> constructed from a range of sources</p> <p>3. Construct informed responses by selecting and organising relevant historical information.</p>	<p>1. Pursue historically valid enquiries * including some they have framed</p> <p>2. Understand how different types of sources are used rigorously to make historical claims</p> <p>3. Create relevant, structured and evidentially supported accounts</p>

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<p>4. <b>Interpretations of history</b></p>		<p>1. Identify different ways in which the past is represented</p>	<p>1. Understand that different versions of the past may exist, giving some reasons for this</p>	<p>1. Discern how and why contrasting arguments and interpretations of the past have been constructed</p>
<p>• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</p>				
<p>5a. <b>Continuity and change in and between periods</b></p>	<p><u>ELGs:</u> <u>People and Communities</u></p>	<p>1. Identify similarities / differences between ways of life at different times</p>	<p>1. Describe / make links between main events, situations and changes within and across different periods/societies</p>	
<p>5b. <b>Cause and consequence</b></p>	<p>1. Children talk about past and present events in their own lives and in the lives of family members. 2. They know that other children</p>	<p>1. Recognise why people did things, why events happened and what happened as a result</p>	<p>1. Identify and give reasons for, results of, historical events, situations, changes</p>	<p>1. Analyse / explain reasons for, and results of, historical events, situations, changes</p>
<p>5c. <b>Similarity / Difference within a period / situation</b> (social diversity including beliefs and attitudes)</p>	<p>3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>1. Make simple observations about different types of people, events, beliefs within a society</p>	<p>1. Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p>	<p>1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p>
<p>5d. <b>Significance of events / people</b></p>		<p>1. Talk about who was important e.g. in a simple historical account</p>	<p>1. Identify historically significant people and events in situations</p>	<p>1. Consider / explain the significance of events, people and developments in their context and in the present day</p>

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## Year 2

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. <b>Chronological knowledge / understanding</b> (including characteristic features of periods)	<u>ELGs:</u> <u>Listening and Attention</u>  1. Children listen attentively in a range of situations.  2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	1. <b>Develop an awareness of the past</b> 2. <b>Use common words and phrases relating to the passing of time</b> 3. Know where all people/events studied fit into a chronological framework 4. <b>Identify similarities / differences between periods</b>	1. Continue to develop chronologically secure knowledge of history 2. Establish clear narratives within and across periods studied 3. Note connections, contrasts and trends over time	1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning 2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. <b>Historical terms</b> e.g. empire, peasant		1. <b>Use a wide vocabulary of everyday historical terms</b>	1. Develop the appropriate use of historical terms	1. Use historical terms and concepts in increasingly sophisticated ways
3. <b>Historical enquiry -</b> Using evidence / Communicating ideas	3. They give their attention to what others say and respond appropriately, while engaged in another activity.	1. Ask and answer questions * 2. <b>Understand some ways we find out about the past</b> 3. <b>Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</b>	1. Regularly address and sometimes devise historically valid questions * 2. Understand how knowledge of the past is constructed from a range of sources 3. Construct informed responses by selecting and organising relevant historical information.	1. Pursue historically valid enquiries * including some they have framed 2. Understand how different types of sources are used rigorously to make historical claims 3. Create relevant, structured and evidentially supported accounts
4. <b>Interpretations of history</b>		1. <b>Identify different ways in which the past is represented</b>	1. Understand that different versions of the past may exist, giving some reasons for this	1. Discern how and why contrasting arguments and interpretations of the past have been constructed
• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. <b>Continuity and change in and between periods</b>	<u>ELGs:</u> <u>People and Communities</u>  1. Children talk about past and present events in their own lives and in the lives of family members.	1. <b>Identify similarities / differences between ways of life at different times</b>	1. Describe / make links between main events, situations and changes within and across different periods/societies	
5b. <b>Cause and consequence</b>		1. <b>Recognise why people did things, why events happened and what happened as a result</b>	1. Identify and give reasons for, results of, historical events, situations, changes	1. Analyse / explain reasons for, and results of, historical events, situations, changes

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<p>5c. <b>Similarity / Difference within a period / situation</b> (social diversity including beliefs and attitudes)</p>	<p>2. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>1. <b>Make simple observations about different types of people, events, beliefs within a society</b></p>	<p>1. Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p>	<p>1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p>
<p>5d. <b>Significance of events / people</b></p>		<p>1. <b>Talk about who was important e.g. in a simple historical account</b></p>	<p>1. Identify historically significant people and events in situations</p>	<p>1. Consider / explain the significance of events, people and developments in their context and in the present day</p>

## Year 3

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
<p>1. <b>Chronological knowledge / understanding</b> (including characteristic features of periods)</p>	<p><u>ELGs:</u> <u>Listening and Attention</u></p> <p>1. Children listen attentively in a range of situations.</p> <p>2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant</p>	<p>1. Develop an awareness of the past</p> <p>2. Use common words and phrases relating to the passing of time</p> <p>3. Know where all people/events studied fit into a chronological framework</p> <p>4. Identify similarities / differences between periods</p>	<p>1. <b>Continue to develop chronologically secure knowledge of history</b></p> <p>2. <b>Establish clear narratives within and across periods studied</b></p> <p>3. <b>Note connections, contrasts and trends over time</b></p>	<p>1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning</p> <p>2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</p>
<p>2. <b>Historical terms</b> e.g. empire, peasant</p>		<p>1. Use a wide vocabulary of everyday historical terms</p>	<p>1. <b>Develop the appropriate use of historical terms</b></p>	<p>1. Use historical terms and concepts in increasingly sophisticated ways</p>

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<p>3. <b>Historical enquiry -</b> Using evidence / Communicating ideas</p>	<p>comments, questions or actions.</p> <p>3. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>1. Ask and answer questions *</p> <p>2. Understand some ways we find out about the past</p> <p>3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</p>	<p>1. Regularly address and sometimes devise historically valid questions *</p> <p>2. Understand how knowledge of the past is constructed from a range of sources</p> <p>3. Construct informed responses by selecting and organising relevant historical information.</p>	<p>1. Pursue historically valid enquiries * including some they have framed</p> <p>2. Understand how different types of sources are used rigorously to make historical claims</p> <p>3. Create relevant, structured and evidentially supported accounts</p>
<p>4. <b>Interpretations of history</b></p>		<p>1. Identify different ways in which the past is represented</p>	<p>1. Understand that different versions of the past may exist, giving some reasons for this</p>	<p>1. Discern how and why contrasting arguments and interpretations of the past have been constructed</p>
<p>• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</p>				
<p>5a. <b>Continuity and change in and between periods</b></p>	<p><u>ELGs:</u> <u>People and Communities</u></p> <p>1. Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>1. Identify similarities / differences between ways of life at different times</p>	<p>1. Describe / make links between main events, situations and changes within and across different periods/societies</p>	
<p>5b. <b>Cause and consequence</b></p>	<p>2. They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>1. Recognise why people did things, why events happened and what happened as a result</p>	<p>1. Identify and give reasons for, results of, historical events, situations, changes</p>	<p>1. Analyse / explain reasons for, and results of, historical events, situations, changes</p>
<p>5c. <b>Similarity / Difference within a period / situation</b> (social diversity including beliefs and attitudes)</p>	<p>3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>1. Make simple observations about different types of people, events, beliefs within a society</p>	<p>1. Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p>	<p>1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p>
<p>5d. <b>Significance of events / people</b></p>		<p>1. Talk about who was important e.g. in a simple historical account</p>	<p>1. Identify historically significant people and events in situations</p>	<p>1. Consider / explain the significance of events, people and developments in their context and in the present day</p>

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## Year 4

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. <b>Chronological knowledge / understanding</b> (including characteristic features of periods)	<u>ELGs:</u> <u>Listening and Attention</u>  1. Children listen attentively in a range of situations.  2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	1. Develop an awareness of the past 2. Use common words and phrases relating to the passing of time 3. Know where all people/events studied fit into a chronological framework 4. Identify similarities / differences between periods	1. Continue to develop chronologically secure knowledge of history 2. Establish clear narratives within and across periods studied 3. Note connections, contrasts and trends over time	1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning 2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. <b>Historical terms</b> e.g. empire, peasant		1. Use a wide vocabulary of everyday historical terms	1. Develop the appropriate use of historical terms	1. Use historical terms and concepts in increasingly sophisticated ways
3. <b>Historical enquiry -</b> Using evidence / Communicating ideas	3. They give their attention to what others say and respond appropriately, while engaged in another activity.	1. Ask and answer questions * 2. Understand some ways we find out about the past 3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	1. Regularly address and sometimes devise historically valid questions * 2. Understand how knowledge of the past is constructed from a range of sources 3. Construct informed responses by selecting and organising relevant historical information.	1. Pursue historically valid enquiries * including some they have framed 2. Understand how different types of sources are used rigorously to make historical claims 3. Create relevant, structured and evidentially supported accounts
4. <b>Interpretations of history</b>		1. Identify different ways in which the past is represented	1. Understand that different versions of the past may exist, giving some reasons for this	1. Discern how and why contrasting arguments and interpretations of the past have been constructed
• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. <b>Continuity and change in and between periods</b>	<u>ELGs:</u> <u>People and Communities</u>  1. Children talk about past and present events in their own lives and in the lives of family members.	1. Identify similarities / differences between ways of life at different times	1. Describe / make links between main events, situations and changes within and across different periods/societies	
5b. <b>Cause and consequence</b>		1. Recognise why people did things, why events happened and what happened as a result	1. Identify and give reasons for, results of, historical events, situations, changes	1. Analyse / explain reasons for, and results of, historical events, situations, changes

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5c. <b>Similarity / Difference within a period / situation</b> (social diversity including beliefs and attitudes)	2. They know that other children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions.	1. Make simple observations about different types of people, events, beliefs within a society	1. Describe social, cultural, religious and ethnic diversity in Britain & the wider world	1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. <b>Significance of events / people</b>		1. Talk about who was important e.g. in a simple historical account	1. Identify historically significant people and events in situations	1. Consider / explain the significance of events, people and developments in their context and in the present day

## Year 5

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. <b>Chronological knowledge / understanding</b> (including characteristic features of periods)	<u>ELGs:</u> <u>Listening and Attention</u>  1. Children listen attentively in a range of situations.  2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	1. Develop an awareness of the past 2. Use common words and phrases relating to the passing of time 3. Know where all people/events studied fit into a chronological framework 4. Identify similarities / differences between periods	1. Continue to develop chronologically secure knowledge of history 2. Establish clear narratives within and across periods studied 3. Note connections, contrasts and trends over time	1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning 2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. <b>Historical terms</b> e.g. empire, peasant		1. Use a wide vocabulary of everyday historical terms	1. Develop the appropriate use of historical terms	1. Use historical terms and concepts in increasingly sophisticated ways
3. <b>Historical enquiry - Using evidence / Communicating ideas</b>	3. They give their attention to what others say and respond appropriately, while engaged in another activity.	1. Ask and answer questions * 2. Understand some ways we find out about the past 3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	1. Regularly address and sometimes devise historically valid questions * 2. Understand how knowledge of the past is constructed from a range of sources 3. Construct informed responses by selecting and organising relevant historical information.	1. Pursue historically valid enquiries * including some they have framed 2. Understand how different types of sources are used rigorously to make historical claims 3. Create relevant, structured and evidentially supported accounts

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4. <b>Interpretations of history</b>		1. Identify different ways in which the past is represented	1. Understand that different versions of the past may exist, giving some reasons for this	1. Discern how and why contrasting arguments and interpretations of the past have been constructed
<p>• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</p>				
5a. <b>Continuity and change in and between periods</b>	<p><u>ELGs:</u> <u>People and Communities</u></p> <p>1. Children talk about past and present events in their own lives and in the lives of family members.</p>	1. Identify similarities / differences between ways of life at different times	1. Describe / make links between main events, situations and changes within and across different periods/societies	
5b. <b>Cause and consequence</b>	<p>2. They know that other children don't always enjoy the same things, and are sensitive to this.</p>	1. Recognise why people did things, why events happened and what happened as a result	1. Identify and give reasons for, results of, historical events, situations, changes	1. Analyse / explain reasons for, and results of, historical events, situations, changes
5c. <b>Similarity / Difference within a period / situation</b> (social diversity including beliefs and attitudes)	<p>3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	1. Make simple observations about different types of people, events, beliefs within a society	1. Describe social, cultural, religious and ethnic diversity in Britain & the wider world	1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. <b>Significance of events / people</b>		1. Talk about who was important e.g. in a simple historical account	1. Identify historically significant people and events in situations	1. Consider / explain the significance of events, people and developments in their context and in the present day



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Year 6

Strands	By end of EFYS	By the end of KS1	By the end of KS2	Mastery at UKS2 /By the end of KS3
1. <b>Chronological knowledge / understanding</b> (including characteristic features of periods)	<u>ELGs:</u> <u>Listening and Attention</u>  1. Children listen attentively in a range of situations.  2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  3. They give their attention to what others say and respond appropriately, while engaged in another activity.	1. Develop an awareness of the past 2. Use common words and phrases relating to the passing of time 3. Know where all people/events studied fit into a chronological framework 4. Identify similarities / differences between periods	1. Continue to develop chronologically secure knowledge of history 2. <b>Establish clear narratives within and across periods studied</b> 3. <b>Note connections, contrasts and trends over time</b>	1. Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning 2. Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. <b>Historical terms</b> e.g. empire, peasant		1. Use a wide vocabulary of everyday historical terms	1. <b>Develop the appropriate use of historical terms</b>	1. Use historical terms and concepts in increasingly sophisticated ways
3. <b>Historical enquiry -</b> Using evidence / Communicating ideas		1. Ask and answer questions * 2. Understand some ways we find out about the past 3. Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	1. Regularly <b>address and sometimes devise historically valid questions</b> * 2. Understand how knowledge of the past is constructed from a range of sources 3. <b>Construct informed responses by selecting and organising relevant historical information.</b>	1. Pursue historically valid enquiries * including some they have framed 2. Understand how different types of sources are used rigorously to make historical claims 3. Create relevant, structured and evidentially supported accounts
4. <b>Interpretations of history</b>		1. Identify different ways in which the past is represented	1. Understand that different versions of the past may exist, giving some reasons for this	1. Discern how and why contrasting arguments and interpretations of the past have been constructed
• 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. <b>Continuity and change in and between periods</b>	<u>ELGs:</u> <u>People and Communities</u>  1. Children talk about past and present events in their own lives and in the lives of family members.	1. Identify similarities / differences between ways of life at different times	1. <b>Describe / make links between main events, situations and changes within and across different periods/societies</b>	
5b. <b>Cause and consequence</b>		1. Recognise why people did things, why events happened and what happened as a result	1. Identify and give reasons for, results of, historical events, situations, changes	1. Analyse / explain reasons for, and results of, historical events, situations, changes

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<p>5c. <b>Similarity / Difference within a period / situation</b> (social diversity including beliefs and attitudes)</p>	<p>2. They know that other children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>1. Make simple observations about different types of people, events, beliefs within a society</p>	<p>1. <b>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</b></p>	<p>1. Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p>
<p>5d. <b>Significance of events / people</b></p>		<p>1. Talk about who was important e.g. in a simple historical account</p>	<p>1. <b>Identify historically significant people and events in situations</b></p>	<p>1. Consider / explain the significance of events, people and developments in their context and in the present day</p>