

History – Progression of Knowledge and Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Everyday Lives						
Knowledge	Aspects of everyday life include houses and objects. Similarities between everyday objects	Aspects of everyday life include houses, jobs, objects, transport and entertainment	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.	The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.	Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.

Skills	With support, describe an aspect of everyday life within living memory. Comment on images of familiar situations in the past.	Describe an aspect of everyday life within or beyond living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical period	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Civilisation						
Knowledge				The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre	The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.
Skills				Describe the achievements and influence of the ancient Greeks on the wider world.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture,	Study a feature of a past civilisation or society.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people,

					religion, culture, art, politics, hierarchy).		culture, art, politics, hierarchy).
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Aspect:	Report and Conclude						
Knowledge	Stories, pictures and role play are used to help people learn about the past and key historical events	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Skills	Create pictures, and adult supported writing and role play about historical events and people.	Create stories, pictures, independent writing and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, independent writing, chart, structural model,	Make choices about the best ways to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.

			fact file, quiz, story or biography.		of historical questions.		
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Aspect:	Communication						
Knowledge	Stories and role play help learn about the past	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information.
Skills	Role-play with adult support to understand things that happened in the past Sort pictures to identify past and present	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.

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Aspect:	Artefacts and Resources						
Knowledge	Recognise and name historical artefacts and objects	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.	Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.	Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'
Skills	Explore a range of historical artefacts/objects to find out about the past.	Use a range of historical artefacts to find out about the past.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Make deductions and draw conclusions about the reliability of a historical source or artefact.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	Use a range of historical sources or artefacts to build a picture of a historical event or person.	Ask perceptive questions to evaluate an artefact or historical source.

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Aspect:	Local History						
Knowledge	To begin to recognise differences in time using pictures.	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).	Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
Skills	Explore photographs to show how the school or locality has changed over time.	Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.

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Aspect:	Compare and Contrast						
Knowledge	Identifying similarities and differences between life now and in the past.	Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
Skills	Exploring photos and objects to identify similarities and differences	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Significant Events						
Knowledge	Understand the past through settings, characters and events encountered in	Significant historical events include those that cause great change for large numbers of people. Key	Significant events affect the lives of many people over a long period of time and are sometimes commemorated.	The causes of a significant event are the things that make the event happen and directly lead up to the	Every significant historical event has a cause or a number of causes, such as the need for power and wealth,	Aspects of history are significant because they had an impact on a vast number of people, are remembered	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the

	books read in class and storytelling.	features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.	and commemorated or influence the way we live today.	actions of significant individuals and explain how significant events caused great change over time.
Skills	With adult support, identify photos/pictures past and present	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of significant events.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
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Aspect:	Significant People						
Knowledge	Historical people have made big changes in their lifetime.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the

		people's lives better or worse or changed the way people think.		cause and consequence.	positive or negative consequences of their actions.	tombs or protest against injustice.	cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
Skills	Compare and contrast characters from stories, including figures from the past.	Understand the term significant and explain why a significant individual is important.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Change Over Time						
Knowledge	Changes over the last 100 years include advances in technology, houses, workplaces.	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of

						become bigger, better or more important, or decline and become smaller, worse or less important.	individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
Skills	<p>Identify changes within or beyond living memory.</p> <p>Comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	British History						
Knowledge	Significant historical events have occurred.	Significant historical events include those that cause great change for large numbers of people.	Important individual achievements include great discoveries and actions that have	Significant events or people in the past have caused great change over time. They have influenced how people live today	Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions	Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology;	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country;

			helped many people.	because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	and crime and punishment, all show changes in British life over time.	exploration; disease; the lives of the rich and poor and changes in everyday life.	transfer of power; improvements in healthcare; advancements in technologies or exploration.
Skills	Draw a picture of a significant historical event in British history.	Describe a significant historical event in British history.	Describe and explain the importance of a significant individual's achievements on British history.	Describe how a significant event or person in British history changed or influenced how people live today.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Articulate the significance of a historical person, event, discovery or invention in British history.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Chronology						
Knowledge	Sequencing words, such as first, next, last, can be used to order information chronologically.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

				marks the birth of Christ in the Gregorian calendar.	developments and deaths.		
Skills	Order their own life story on a timeline.	Order information on a timeline.	Sequence significant information in chronological order.	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aspect:	Hierarchy and Power						
Knowledge	A monarch is a king or queen who rules a country.	A monarch is a king or queen who rules a country. Charles III is the current monarch of the United Kingdom.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.	Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.	Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.

Skills	Draw images to represent a king or queen	Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance, impact and legacy of power in ancient civilisations.	Describe and explain the significance of a leader or monarch.
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