



History – Skills Progression Plan Years EYFS – 6

Aspect	Reception/EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarities and differences	Children will begin to describe similarities and differences between the past and now linked to families and stories. To encourage children to sequence and retell stories. Children will be exposed to some historical key figures.	Begin to describe the difference between historical artefacts and pictures.	Describe how their own life is different from past generations of their own family.	Describe how their own lives are similar or different to children living in past times.	Compare two periods of history identifying similarities and differences between them.	Make connections between two periods of history, to begin to develop historical perspective.	Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective.
Vocabulary	Links to ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and	Use simple vocabulary to describe the passing of time (e.g. now, then, long ago, before and after).	Use further terms associated with the past (e.g. year, decade and century).	Use appropriate historical vocabulary to describe key features of a time period.	Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy).	Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).	Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).
Chronology		Begin to order artefacts and pictures from significant, different time periods.	Order events in a period of history studied and begin to recall the details of important festivals and celebrations.	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	Place different periods of history on a timeline and remember key historical facts and some dates from a period studied.	Independently, place historical events/period on a timeline, remembering key facts from a period of history studied.	Create a timeline from dates/details/eras, showing an increased knowledge of important facts from a period of history studied.
Significant individuals		Sequence the story of a significant historical figure.	Use the stories of famous historical figures to build an understanding of the significant individual.	Explain how a significant figure of a period of time influenced change.	Explain how significant historical figures contributed to national and international achievements in a variety of eras.		Describe how their own lives have been influenced by a significant individual or movement.
Local history		Describe, in simple terms, the importance of a	Describe how people, places and events in their own	Describe how national changes affected their locality.	Describe the impact of international events (e.g. war, suffragette movement and the	Use a range of local history resources to describe how an event (e.g. war, suffragette	Suggest and research information sources required to present an



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	what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	local place or landmark.	locality have changed over time.		Victorian times) on the local area.	movement and the Victorian times affected a local town or village.	in-depth study of a local town or city.
Continuity and change		Compare own lives and interests now with their babyhood (e.g. clothes, toys, food etc) recalling a significant memory from the past.	Describe changes in the local area during their own lifetime and that of their parents and grandparents.	Describe some of the main changes in Britain, resulting from an event (e.g. invasion or war).	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.		Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
Cause and consequences		Describe, in simple terms, why a significant individual acted the way they did.	Begin to understand cause and effect by looking at a significant individual's actions and their impact.	Express an opinion on whether a person or event had a positive or negative impact on life in Britain.	Explain that an event can have more than one cause.	Explain why people acted as they did, during a period of history.	Describe the negative and positive impact of a period of history on contemporary society.
Historical questions		Respond to simple questions about the past, using sources of information.	Begin to ask and answer questions about a range of historical sources.	Suggest useful research questions and answer them.	Ask and answer more historically valid, complex questions.	Follow independent lines of enquiry and make informed responses based on this.	
Recording		Retell a story or significant event from their own past.	Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawing.	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate an understanding about historical events and famous people.	Choose the best way to record a range of historical information.	Select, organise and record relevant information from a range of sources, to produce well-structured descriptions and explanations.	Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.



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Historical enquiry		Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.	Build a 'bigger picture' of a historical period, using a range of source material.	Choose the most important source material for a task, showing awareness of a range of sources.	Use a range of source materials to answer questions about the past.	Describe how different types of historical sources tell us different things about the past (e.g. royal portraits versus descriptions).	Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.
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