

## 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 similarities and differences between the past and the present.	Describe how their own lives are similar or different to children living in past times.	Describe how their own life is different from past generations of their own family.	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 periods of history to improve historical perspective.
Vocabulary	Links to ELG	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 a period of time or historical events.	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	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 what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Order events in a period of history studied.	Order events in a period of history studied and begin to recall the important facts.	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 and dates.	Create a timeline from dates/details/eras, showing an increased knowledge of important facts from one or more periods 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.		Recognise the positive and/or negative impact of a significant individual and describe how their own lives may have been influenced by an individual/event.
Local history		Recognise changes in their own locality.	Describe how people, places and events in their own locality have changed over time.	Describe how national or international changes affected	Use a range of local history resources to describe how an event (e.g. war, suffragette movement and the Victorian times) affected a local town or village.		Suggest and research information sources required to present an

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				people, places and events in their locality.		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 within living memory, e.g. personal, parents, 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 consequence 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.	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 and enquiry		Respond to simple questions about the past, using sources of information.	Begin to ask and answer questions using a range of historical sources to build a picture of a historical period.	Suggest simple useful research questions and answer them, selecting the most important source material for the task.	Ask and answer more historically valid, complex questions, using a range of source materials.	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 and pictures to illustrate an understanding about historical events and/or famous people.	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.