



Skills Progression Map: History

	Nursery	Reception	Year 1	Year 2
Chronological Understanding	Begin to develop an understanding about the passing of time (e.g. the school day) Begin to talk about then and now. Begin to use vocabulary that relates to the passing of time e.g. yesterday.	Begin to understand that things happened before they were born. Use simple language that relates to the passing of time.	Order information on a timeline using sequencing words like first, then, next and finally. Describe memories and changes that have happened in their own lives.	Sequence significant information in chronological order. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, modern etc) to show the passing of time.
Using and Interpreting Evidence	Begin to make sense of own life story and family’s history through photographs, stories and role play.	Begin to identify ways in which the past is represented through artefacts, photographs and stories.	Observe and handle evidence to ask simple questions about the past. Sort some objects or artefacts into new and old and then and now. Start to understand that there can be different versions of the same event from the past. Use a range of historical artefacts to find out about the past. Express an opinion on a historical source.	Observe and handle evidence to find answers to simple questions about the past based on simple observations. Use evidence to explain the key features of events. Start to use stories or accounts to distinguish between fact and fiction. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint.
Historical Significance	Begin to make sense of their own life story and family’s history. Remember and talk about significant events in their own life e.g. birthday.	Talk about their own life story and family’s history. Know that events of the past have impacted celebrations and events today e.g. Christmas, Easter.	Understand the term significant and explain why a significant individual is important. Identify some key features of a significant historical event beyond living memory.	Use historical models to make judgements about significance and describe the impact of a significant historical individual. Explain why an event from the past is significant.
Continuity and Change	Explore some similarities/differences between ways of life at different times.	Use simple language to talk about some similarities/differences between ways of life at different times. E.g. changes in telephones, reading online as opposed to books	Begin to understand that some things change over time and some things stay the same. Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time. Give examples of things that have changed or stayed the same over time.
Cause and Consequence			Understand that a consequence is something that happens as a result of something else.	Understand that a cause makes something happen and that historical events have causes. Explain that historical events are caused by things that occurred before them.
Presenting, Organising and Communicating	Remember and talk about significant events in their own lives, e.g. holiday, birthday.	Talk about their own life story and family history knowing of events that happened then and now.	Create stories, pictures, independent writing and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, fact file, quiz, story or biography. Use historical vocabulary to retell simple stories about the past. Use the historical terms year, decade and century.

	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Sequence dates and information from several historical periods on a timeline. Understand that a timeline can be divided into BC and AD.	Sequence several significant events or historical figures on a timeline using dates and terms related to the unit being studied.	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.
Using and Interpreting Evidence	Use a range of primary and secondary sources to find out about the past. Gather more detail from sources to build up a clearer picture of the past. Begin to devise own questions to find answers about the past. Begin to understand some of the ways in which historians and others investigate the past. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Make deductions and draw conclusions about the reliability of a historical source or artefact.	Construct informed responses about one aspect of life or a key event in the past through careful selection of relevant historical information. Regularly devise own questions to find answers about the past and begin to undertake independent research. Identify bias in primary and secondary sources. 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. Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint.	Recognise when they are using primary and secondary sources of information to investigate the past. Use a wide range of different evidence to collect evidence about the past, including pictures, documents and artwork. Use a range of historical sources or artefacts to build a picture of a historical event or person. Understand the difference between primary and secondary evidence. Find evidence from different sources, identify bias and form balanced arguments.	Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Investigate their own lines of enquiry by posing historically valid questions to answer. Find and analyse a wide range of evidence about the past. Identify different types of bias (for example, political, cultural, racial etc) in historical sources and explain the impact of that bias. Consider ways of checking the accuracy of interpretations about the past.
Historical Significance	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Explain the cause and effect of a significant historical event.	Construct a profile of a significant leader using a range of historical sources. Explain in detail the multiple causes and effects of significant events. Explain how people and events in the past influenced life today.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Explain why an aspect of world history is significant.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Present a detailed historical narrative about a significant global event.
Continuity and Change	Summarise how an aspect of British or world history has changed over time. Identify key things that stayed the same and changed between periods.	Start to explain the impact of some changes that have happened throughout different periods of time. Start to understand that there are times in history when change happens suddenly.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. Understand and describe in some detail the main changes to a theme throughout history.	Explain why some periods in history may have had more changes (Post-War Britain) and some may have had more continuity. Understand that there are times when change happens suddenly and these are referred to as ‘turning points’ in history.
Cause and Consequence	Explain a series of directly related events that happened in the lead up to a historical event. Understand that a consequence is something that happens as a direct result of something else.	Comment on the importance of the different causes for some key events. Understand that historical events create changes that have consequences. Understand that historical events have consequences that sometimes last long after the event is over.	Begin to understand that historians may not agree on the main causes of an event. Address and devise historical questions about cause and consequence.	Examine in more detail the short and long-term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the cause of another. Understand that one event can have multiple consequences that impact on many countries and civilizations.
Presenting, Organising and Communicating	Make choices about the best ways to present historical accounts and information. Use historical terms to describe different periods of time, such as decade, century, millennia, era, BC, AD. Ask well composed historical questions about aspects of everyday life in ancient periods, using words like “how”, “why” and “to what extent”.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Use more complex historical terms (such as invasion or monarchy) to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary. Present, communicate and organise ideas from the past using detailed discussions, debates and more detailed written narratives.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Use abstract terms (such as parliament, conquest, discovery, interpretation, significance and sacrifice) to express historical ideas and information.