

# History Skills Progression



## Themes

Social and Community

Exploration and Invasion

Power

Conflict and Disaster

## Disciplinary Concepts

Chronology

Evidence and Interpretation

Cause and Consequence

Change and Continuity

Similarity and Difference

Historical Significance

## Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Skills Progression

### EYFS

#### Understanding the world

- Talk about the lives of people around them and their role 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 and storytelling.



# History Skills Progression

KS1

**Toys**  
(Changes within living memory)

How have children's toys changed since our older relatives were little?

**Famous Explorers**  
(Significant individuals and events)

Where have humans explored?

**Kings, Queens and Castles**  
(Significant individuals and local places)

Where did kings and queens live through time?

**Technology**  
(Changes within living memory)

How has technology changed our lives over the last 60 years?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask "What was it like for people?"</p> <p>"What happened?"</p> <p>"What was this used for?"</p> <p>"How long ago?"</p>	<p>I can discuss causes that lead to toys changing.</p>	<p>I can say which toys have stayed the same and which toys have changed over time.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
<p>I can place explorative events on a timeline.</p>	<p>With support, I can use evidence of explorers lives to ask questions about the past.</p>	<p>I can discuss the causes of exploring and what we found out from exploration.</p>	<p>I can describe changes over a period of time.</p>	<p>I can use pictures and stories to find out about the past and compare different explorations.</p>	<p>I can name significant explorers from the past.</p>
<p>I can place events and some artefacts on a timeline.</p>	<p>With support, I can observe or handle some evidence to ask questions about the past.</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were.</p>	<p>I can describe changes and historical events.</p>	<p>I can compare the similarities and differences between different castles.</p>	<p>I can begin to talk about key events of a significant king/queen or castle.</p>
<p>I can place events and artefacts on a timeline.</p>	<p>I can observe or handle some evidence to ask questions and find answers to questions.</p>	<p>I can explain some reasons why certain technology was manufactured.</p>	<p>I can describe how technology has changed and how it has continued over time.</p>	<p>I can use pictures and film footage to find out about technology in the past compared to now.</p>	<p>I can describe and begin to talk about key events of a significant person/time.</p>

# History Skills Progression

KS1



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place events from the Victorian times on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can use photographs and key words to find clues about what seaside holidays were like in the past.</p> <p>I can explain how different people might interpret the same evidence in different ways.</p>		<p>I can describe what the different seaside resorts were like in Victorian Britain.</p>	<p>I can describe the similarities and differences between seaside holidays then and now.</p>	<p>I understand how Punch and Judy became a popular feature of a seaside holiday.</p>
<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>

Y3



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>
<p>I can place events, artefacts and historical figure on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>

# History Skills Progression

## Y4

**Ancient Greece**  
(A study of Greek life and achievements and their influence on the world)

What were the greatest achievements of the Ancient Greeks?

**The Romans**  
(The Roman Empire and its impact on Britain)

How did the Roman Empire impact Britain?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can explain what different sources (such as myths and artefacts) tell us about Ancient Greek beliefs</p> <p>I can begin to discuss the reliability of sources.</p>		<p>I can explain the concept of change over time and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>
<p>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>

## Y5

**The Tudors**

**Woodside Through the Decades**

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can order the monarchy through the Tudor period.</p>	<p>I can look at inventories and explore how the rich and poor lived in Tudor times.</p> <p>A study of the Princes in the Tower.</p> <p>I can discuss the reliability of sources.</p>	<p>I understand the reasons for the religious changes through the period and how this effected the Tudor people.</p>	<p>I know how the Tudor dynasty influenced modern day Britain.</p>	<p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (War of the Roses).</p>	<p>Shakespeare Study (linked to The Shakespeare for Schools initiative)</p> <p>I can explain why William Shakespeare is considered historically significant, including the lasting impact of his plays on language, literature and culture</p>
<p>I can order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>	<p>I can look at the history of Woodside School using the log books to reflect the position of the school during main country events.</p> <p>I can start to understand the difference between primary and secondary evidence and start to question its reliability</p>	<p>I understand how the key features of the past of the local area have impacted on the way we live today. – Windrush.</p>	<p>I can identify and note connections, changes and trends over time in the everyday lives of people.</p>	<p>I can describe similarities and differences of living in the Woodside area through the different decades.</p>	<p>I can study the Tilbury Flood and know that the school was used as a rescue centre.</p>

# History Skills Progression

Y6

**World War II**  
(Post 1066 Study)

What role did Britain play in World War Two, and how did this impact the outcome of the War?

**Crime and Punishment**  
(Post 1066 Study)

How has crime and punishment changed over time in Britain?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes.</p>	<p>I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>