## Progression of Skills: History

By the end of Key Stage 1, children will have developed a secure foundation in historical knowledge and skills, becoming curious and confident young historians. They will understand how life has changed over time, compare similarities and differences between the past and present, and use simple chronology to sequence events. Children will ask questions, explore historical sources and use evidence to explain their understanding, preparing them to investigate the past in greater depth in Key Stage 2.

By the end of Key Stage 2, children will have developed secure historical knowledge and skills, becoming confident, curious and independent historians. They will understand key events, people and periods across British, local and world history, recognising connections, changes and continuity over time. Children will critically evaluate historical sources, question evidence, explore different interpretations and explain their findings using accurate historical vocabulary, preparing them to think critically and develop a deeper understanding of the past.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn | | Toys | Lives of children | Stone, Bronze and Iron Age | Romans | Ancient Greeks | World War 2 focusing on Meriden and Coventry |
| Spring | Castles, Knights and Royalty | Transport | Mary Seacole and Florence Nightingale | Ancient Egyptians | | | |
| Summer | | Seaside: now and then | Local history of Meriden | | Anglo Saxons and Vikings | Tudors | Mayans |

| Substantive knowledge / historical understanding | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Understanding the past | Talk about past and present events in their own lives and those of family members. Begin to understand that things happened before they were born. | Describe some events and people from the past. Recognise the difference between past and present. | Discuss the significance of events and people studied. Begin to understand that people's lives were different in the past. | Recognise key features of periods studied. Understand that different periods had different ways of life. | Recognise and describe key features of historical periods. Use evidence to reconstruct aspects of life in the past. | Identify connections and contrasts between periods. Study different aspects of people's lives and recognise differences between groups. | Identify connections and contrasts between periods. Understand diversity within periods and recognise that people did not all share the same experiences, beliefs or views. |
| Chronological understanding | Begin to use language relating to time: now, before, yesterday, today, when I was little. | Sequence familiar events and objects. Use simple vocabulary such as old, new, past and present. | Sequence events beyond living memory. Begin to understand where people/events fit chronologically. | Develop a broader chronological framework. Identify key dates within periods studied. | Develop chronology using period terms such as Prehistoric, Roman and Middle Ages. Understand more complex terms such as BC/AD. | Develop and use chronologies of individual periods. Place periods within wider world history. | Use a broad chronological framework confidently. Make connections between short- and long-term chronology and use relevant dates and period terms. |
| Change and continuity | Notice that things change as they grow and that family life may have been different in the past. | Identify changes within living memory. Compare toys, transport and holidays from past and present. | Identify changes between periods and today. Recognise that changes can affect people's lives. | Identify similarities and differences between different periods. Recognise continuity and change in prehistoric Britain and ancient civilisations. | Identify change and continuity within Roman, Anglo-Saxon and Viking periods. | Identify change and continuity within periods and compare developments across time. | Identify change within and across periods. Explain what changed, what stayed the same and why. |

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| Similarity and difference | Notice similarities and differences between their lives and those of others. | Identify simple similarities and differences between life now and in the past. | Compare life in the past with life today and identify similarities and differences. | Compare life in ancient societies with modern life and between different historical periods. | Compare Roman and Celtic life and Anglo-Saxon and Viking societies. | Compare different societies, groups and systems, including Ancient Greece and Tudor England. | Compare differences within periods and between different periods. Recognise diversity and differing experiences. |
| Cause and consequence | Begin to understand that actions have consequences. | Begin to recognise that things happened for a reason. | Explain simple causes and effects, e.g. why children worked or why the Great Fire spread. | Identify reasons why people may have wanted to do something and the results of their actions. | Identify key causes and consequences of major events such as invasion and settlement. | Examine causes and results of significant events such as the Reformation. | Identify multiple causes and consequences and explain the impact of major events on different groups of people. |
| Significance | Talk about people and events that are important to them and their family. | Recognise that some people and events from the past are important. | Discuss the significance of people, events and places studied. | Recognise why achievements, people and developments were significant. | Explain the importance of Roman influence and key events such as invasions and settlements. | Explain the significance of achievements and developments and their influence on later history. | Evaluate why events, people and developments are historically significant and consider their short- and long-term impact. |
| People, communities and society | Talk about family, community and familiar people. | Learn about significant individuals and ordinary people's lives in the past. | Study significant individuals, communities and the lives of people such as Victorian children. | Explore daily life, beliefs, roles and social structures in ancient and prehistoric societies. | Study Roman, Celtic, Anglo-Saxon and Viking societies and compare ways of life. | Explore political, religious and social structures in Ancient Greece and Tudor England. | Explore how war, religion, politics and society affected different groups, including civilians during WWII. |
| Beliefs and behaviour | Talk about familiar beliefs, customs and celebrations. | Recognise that people in the past may have lived differently. | Begin to understand that people had different lives, beliefs and experiences. | Find out about beliefs and practices in Ancient Egypt and prehistoric Britain. | Explore Roman, Celtic, Anglo-Saxon and Viking beliefs and ways of life. | Explore Greek beliefs, mythology and religion and Tudor religious change. | Find out about beliefs, behaviour and characteristics of people and recognise that people did not all |

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| | | | | | | | share the same views and feelings. |
| Local, national and global connections | Begin to understand their own family and community history. | Recognise that past events can be important nationally or globally. | Study significant people, events and places in the local area. | Begin to place ancient civilisations within wider world history. | Understand the impact of the Roman Empire and invasions on Britain. | Make connections between British and wider world history. | Make connections between local, national and international events, developments and periods. |
| Historical vocabulary and concepts | Use simple time vocabulary. | past, present, old, new, change, modern | past, present, Victorian, significant, event, cause | civilisation, prehistoric, Bronze Age, Iron Age, ancient | empire, invasion, settlement, Roman, Anglo-Saxon, Viking | democracy, Reformation, monarch, civilisation, influence | significance, propaganda, interpretation, reliability, evidence, cause, consequence, continuity, diversity |

| Historical skill | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronological understanding | Use everyday language to talk about when things happened. | Use words such as old, new, past and present. Place familiar events and objects in order on a simple timeline. | Sequence events beyond living memory and use simple timelines to order events and people. | Use timelines to place historical periods and events in chronological order. Begin to identify key dates. | Use a broad chronological framework. Place Romans, Anglo-Saxons and Vikings in sequence and understand overlapping periods. | Develop and use chronologies of individual periods. Place civilisations and periods within wider world history. | Develop secure chronological understanding across British and world history. Make connections between short- and long-term chronology. |

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| Using historical vocabulary | Use words such as before, after, now and then. | Use simple historical vocabulary when talking about the past. | Use vocabulary linked to historical periods and events. | Use increasingly precise historical terminology. | Use terms that characterise periods, e.g. Prehistoric, Roman, Middle Ages and BC/AD. | Use dates, period labels and subject-specific terminology accurately. | Use precise historical vocabulary, dates and terms confidently in explanations and arguments. |
| Asking historical questions | Ask questions about things that happened in the past. | Ask simple questions about the past. | Begin to raise their own questions about the past. | Ask questions to investigate a historical period and begin to develop conclusions. | Ask a variety of questions about a period or event. | Ask historically valid questions about people, events, change and significance. | Devise and investigate historically valid questions independently. |
| Using sources and evidence | Explore photographs, objects and stories from the past. | Use photographs, objects and memories as historical sources. | Choose sources such as artefacts and photographs to answer questions. | Use a range of sources, including artefacts, pictures and archaeological evidence. | Analyse primary and secondary sources such as artefacts, mosaics and written sources. | Use primary and secondary sources and select relevant information. | Make use of a wide range of sources and bring evidence together to support conclusions. |
| Interpreting sources | Talk about what an object or photograph might tell us. | Use pictures and objects to find out about the past. | Identify different ways the past is represented. | Distinguish between different sources and compare different versions of the same story. | Identify differences between versions of the past and begin to evaluate usefulness. | Compare accounts from different sources and recognise fact, fiction and opinion. | Evaluate sources by considering usefulness, reliability, accuracy, fact, opinion and interpretation. |
| Reliability | Begin to understand that people may remember things differently. | Compare memories and recognise that memories may differ. | Begin to distinguish fact from opinion. | Begin to question what sources can tell us about the past. | Begin to consider the usefulness of different sources. | Investigate reliability and bias in historical sources. | Critically evaluate reliability, bias and interpretation and consider |

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| Historical enquiry | Find out about the past through conversations, stories and objects. | Use simple sources to answer questions about the past. | Use sources to investigate a question and communicate findings. | Use a range of sources to investigate a period and draw conclusions. | Select relevant evidence to build a picture of a past event or period. | Independently investigate questions and select relevant evidence. | Conduct increasingly independent historical enquiry, bringing evidence from several sources together. |
| Cause and consequence | Begin to understand that actions lead to outcomes. | Identify simple reasons why something happened. | Explain simple causes and effects. | Identify reasons for people's actions and some consequences. | Identify key causes and consequences of historical events. | Examine causes and results of major events and developments. | Analyse multiple causes and consequences and explain the impact on different people and groups. |
| Change and continuity | Notice how people, places and things change over time. | Identify changes within living memory. | Identify changes between periods and today. | Identify similarities and differences between periods. | Identify change and continuity within historical periods. | Analyse change and continuity within and across periods. | Identify, explain and compare change and continuity across several periods. |
| Similarity and difference | Notice similarities and differences between people and experiences. | Compare life now with life in the past. | Compare people, places and experiences in different periods. | Compare ancient societies and modern life. | Compare Roman/Celtic and Anglo-Saxon/Viking societies. | Compare societies, political systems and cultural developments. | Make detailed comparisons across periods and recognise differences within societies and periods. |
| Significance | Recognise people and events that are | Identify significant people and events. | Discuss why people/events studied were important. | Explain the importance of achievements | Explain the significance of events, people | Explain significance and influence using evidence. | Evaluate significance and justify why an event, person or |

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| | important to their own lives. | | | and developments. | and developments. | | development is important historically. |
| Interpretations of history | Recognise that stories about the past can be told in different ways. | Recognise that the past can be represented through stories, pictures and objects. | Identify different ways the past is represented. | Compare different representations of the past. | Recognise that different sources may present the past differently. | Compare interpretations and begin to explain why accounts differ. | Understand that different evidence can lead to different conclusions and critically evaluate interpretations. |
| Drawing conclusions | Make simple observations about what they see. | Give a simple answer based on a picture, object or memory. | Give an answer using evidence from a source. | Begin to draw conclusions from evidence. | Use evidence to support ideas about the past. | Use evidence to explain and justify historical conclusions. | Draw supported conclusions and construct balanced arguments using evidence and historical reasoning. |
| Organisation and communication | Talk about their ideas and experiences. | Talk, draw and write about the past. | Communicate understanding through timelines, comparisons, reports and role play. | Organise information into simple written accounts and presentations. | Present structured historical explanations using evidence and appropriate vocabulary. | Write detailed explanations and organised historical arguments. | Construct informed, analytical responses using precise vocabulary, evidence and structured reasoning. |