HISTORY - Progression of skills & knowledge

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence familiar events in own life; use old/new, past/present and simple time language; begin a family timeline.	Sequence events beyond own experience; place periods in relation to the present; use before, after, past and present.	Use simple timelines and historical terms; sequence events and recognise that periods fit into a wider chronology.	Use BC/AD, centuries and decades; place studied periods on timelines and calculate how long ago events happened.	Use increasingly precise dates and historical vocabulary; connect new periods to previous learning and create timelines showing change.	Use key periods as reference points; construct timelines across several periods; use chronology to explain change and development.	Use chronology confidently across the whole primary sequence; connect periods and identify long-term change in society, culture, technology and religion.
Historical knowledge	Talk about people around them; compare past and present; use stories, photographs and objects to explore the past.	Describe significant people/events and changes in familiar places; identify differences between past and present.	Describe aspects of a studied period and compare with today; explain simple reasons why people acted as they did.	Describe key features, causes and consequences of events; compare periods and recognise how the past shaped later life.	Explain significant changes and events; compare societies and periods; identify developments in religion, crime/punishment, homes, technology and ways of life.	Explain causes and consequences in depth; compare different periods and civilisations; identify social, political, religious, cultural and technological change.	Construct coherent accounts of change and continuity; explain significance and connections across periods; use precise evidence to support interpretations.
Historical interpretation	Recognise that the past is presented through stories, photographs and objects.	Identify different ways the past is represented and give simple reasons for differences.	Compare accounts or representations and identify obvious differences.	Explain why the same event may have different accounts; begin to evaluate sources.	Use sources critically and recognise that accounts can reflect viewpoint and purpose.	Explain how interpretation is affected by evidence, perspective, propaganda, opinion or misinformation.	Evaluate interpretations by weighing evidence, provenance, purpose and context; justify which evidence is more useful for a particular enquiry.
Historical enquiry	Handle and talk about old objects/pictures; ask simple questions about what they might tell us.	Use books, objects and pictures to find answers about a person, event or place.	Select information from a small range of sources and organise it to answer a question.	Use a range of sources, including artefacts and written evidence, to answer historical questions.	Compare sources and identify similarities, differences and limitations; organise evidence to support an explanation.	Select relevant evidence independently; cross-check sources and explain why evidence is useful or limited.	Frame historical enquiries, select and evaluate sources independently, and construct evidence-based conclusions.