

History progression of knowledge and skills

History – Chronological awareness		
	Skills	Knowledge
EYFS	- Beginning to sequence events when describing them (e.g. daily routines, events in a story). - Recognising that some stories are set a long time ago. - Recognising significant dates for them (birthday). - Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery…”). - Recounting activities that happened in their past using photos as a prompt.	- To know that they started life as a baby but have since grown and changed. - To know that someone’s age is the time since they were born. - To know that some people are older than others. - To know that parents are older than children and grandparents are older than parents. (Beginning to understand the concept of generations). - To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).
Year 1	- Sequencing three or four events in their own life - Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) - Sequencing three or four artefacts from different periods of time. - Placing events on a simple timeline. - Recording on a timeline a sequence of historical stories heard orally.	- To know that a timeline shows the order events in the past happened. - To know that we start by looking at ‘now’ on a timeline then look back. - To know that ‘the past’ is events that have already happened. - To know that ‘the present’ is time happening now. - To know that within living memory is 100 years.
Year 2	- Sequencing up to six photographs, focusing on the intervals between events. - Placing events on a timeline, building on times studied in Year 1. - Beginning to recognise how long each event lasted. - Knowing where people/events studied fit into a chronological framework.	- To know a decade is ten years. - To know that beyond living memory is more than 100 years ago. - To know that events in history may last different amounts of time.
Year 3 (LKS2)	- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century - Sequencing eight to ten artefacts, historical pictures or events. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline.	- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that BC means before Christ and is used to show years before the year 0. - To know that AD means Anno Domini and can be used to show years from the year 1AD. - To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. - To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. - To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. - To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. - To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.

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		To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
Year 4 (LKS2)	- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. - Using BC/AD/Century. - Sequencing eight to ten artefacts, historical pictures or events. - Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. - Placing the time studied on a timeline - Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. - Noticing connections over a period of time. - Making a simple individual timeline.	- To know that history is divided into periods of history e.g. ancient times, middle ages and modern. - To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born. - To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. - To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. - To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. - To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
Year 5 (UKS2)	- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Comparing and making connections between different contexts in the past.	- To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) - To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. - To understand that historical periods have characteristics that distinguish them. - To understand how to work out durations of periods and events. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events.
Year 6 (LKS2)	- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Comparing and making connections between different contexts in the past.	- To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) - To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. - To understand that historical periods have characteristics that distinguish them. - To understand how to work out durations of periods and events. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events.

History – Disciplinary Concepts		
	Skills	Knowledge
EYFS	Change and continuity - Being aware of changes that happen throughout the year (e.g. seasons, nature). Cause and consequence - Experiencing cause and effect in play. Similarities and differences - Beginning to recognise similarities and differences between the past and today. - Using photographs and stories to compare the past with the present day. Historical significance - Recalling special people in their own lives. Sources of evidence - Using stories and non-fiction books to find out about life in the past. Historical interpretations - Recognising that different members of the class may notice different things in photographs from the past.	Change and continuity - To know that the environment around us changes as time passes. Cause and consequence - N/A Similarities and differences - N/A Historical significance - To know the names of people that are significant to their own lives. Sources of evidence - To know that stories and books can tell us about the past. Historical interpretations - To begin to know that some photographs and drawings represent the past.
Year 1	Change and continuity - Being aware that some things have changed and some have stayed the same in their own lives. - Describing simple changes and ideas/objects that remain the same. - Understanding that some things change while other items remain the same and some are new. Cause and consequence	Change and continuity - To know that people change as they grow older. - To know that throughout someone's lifetime, some things will change and some things will stay the same. - To know that everyday objects have changed over time. Cause and consequence

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	- Asking why things happen and beginning to explain why with support. Similarities and differences - Beginning to look for similarities and differences over time in their own lives. Historical significance - Recalling special events in their own lives. Sources of evidence - Using artefacts, photographs and visits to museums to answer simple questions about the past. - Finding answers to simple questions about the past using sources (e.g. artefacts). - Sorting artefacts from then and now. Historical interpretations - Beginning to identify different ways to represent the past (e.g. photos, stories). - Developing their own interpretations from historical artefacts.	- To know that everyday objects have changed as new materials have been invented. Similarities and differences - To know that there are similarities and differences between their lives today and their lives in the past. - To know some similarities and differences between the past and their own lives. - To know that people celebrate special events in different ways. - To know that everyday objects have similarities and differences with those used for the same purpose in the past. Historical significance - To know that some people and events are considered more 'special' or significant than others. Sources of evidence - To know that photographs can tell us about the past. - To know that we can find out about the past by asking people who were there. - To know that artefacts can tell us about the past. - To know that we remember some (but not all) of the events that we have lived through. Historical interpretations - To know that the past can be represented in photographs.
Year 2	Change and continuity - Recognising some things which have changed/stayed the same as the past. - Identifying simple reasons for changes. Cause and consequence - Asking questions about why people did things, why events happened and what happened as a result. - Recognising why people did things, why events happened and what happened as a result. Similarities and differences - Identifying similarities and difference between ways of life at different times. - Finding out about people, events and beliefs in society. - Making comparisons with their own lives.	Change and continuity - To know that daily life has changed over time but that there are some similarities to life today. Cause and consequence - To know that changes may come about because of improvements in technology. Similarities and differences - To know that there are explanations for similarities and differences between children's lives now and in the past. Historical significance - To know that some events are more significant than others - To know the impact of a historical event on society. - To know that 'historically significant' people are those who changed many people's lives.

	Historical significance - Discussing who was important in a historical event. Sources of evidence - Using artefacts, photographs and visits to museums to ask and answer questions about the past. - Making simple observations about a source or artefact. - Using sources to show an understanding of historical concepts (see above). - Identifying a primary source. Historical interpretations - Recognising different ways in which the past is represented (including eye-witness accounts). - Comparing pictures or photographs of people or events in the past. - Developing their own interpretations from photographs and written sources.	Sources of evidence - To know that we can find out about how places have changed by looking at maps. - To know that historians use evidence from sources to find out more about the past. Historical interpretations - To know that the past is represented in different ways
Year 3 (LKS2)	Change and continuity - Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Identifying the links between different societies. Cause and consequence - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. Similarities and differences - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Historical significance - Recalling some important people and events - Identifying who is important in historical sources and accounts.	Change and continuity - To know that change can be brought about by advancements in transport and travel. - To know that change can be brought about by advancements in materials. - To know that change can be brought about by advancements in trade Cause and consequence - To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). - To know that advancements in science and technology can be the cause of change. Historical significance - To know that significant archaeological findings are those which change how we see the past. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. Historical interpretations - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.

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	Sources of evidence - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying sources which are influenced by the personal beliefs of the author. Historical interpretations - Identifying and giving reasons for different ways in which the past is represented. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources.	To know that assumptions made by historians can change in the light of new evidence.
Year 4 (LKS2)	Change and continuity - Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Identifying the links between different societies. Cause and consequence - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. Similarities and differences - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Historical significance - Recalling some important people and events. - Identifying who is important in historical sources and accounts. Sources of evidence - Using a range of sources to find out about a period.	Change and continuity - To know that change can be brought about by advancements in transport and travel. - To know that change can be brought about by advancements in materials. - To know that change can be brought about by advancements in trade Cause and consequence - To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). - To know that advancements in science and technology can be the cause of change. Historical significance - To know that significant archaeological findings are those which change how we see the past. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. Historical interpretations - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence.

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	- Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying sources which are influenced by the personal beliefs of the author Historical interpretations - Identifying and giving reasons for different ways in which the past is represented. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources.	
Year 5 (UKS2)	Change and continuity - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods/studied. - Describing the links between different societies. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. Cause and consequence - Giving reasons for historical events, the results of historical events, situations and changes. - Starting to analyse and explain the reasons for, and results of historical events, situations and change. Similarities and differences - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links with different time periods studied. - Describing change throughout time. Historical significance - Identifying significant people and events across different time periods. - Comparing significant people and events across different time periods. - Explain the significance of events, people and developments.	Change and continuity - To know that change can be brought about by conflict. - To know that change can be traced using the census. Cause and consequence - To know that members of society standing up for their rights can be the cause of change. Sources of evidence - To understand that inventories are useful sources of evidence to find out about people from the past. - To know that the most reliable sources are primary sources which were created for official purposes. Historical interpretations - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events.

	Sources of evidence - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Describing how secondary sources are influenced by the beliefs, cultures and time of the author. Historical interpretations - Comparing accounts of events from different sources. - Suggesting explanations for different versions of events. - Evaluating the usefulness of historical sources. - Identifying how conclusions have been arrived at by linking sources. - Developing strategies for checking the accuracy of evidence. - Addressing and devising historically valid questions. - Understanding that different evidence creates different conclusions. - Evaluating the interpretations made by historians.	
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	- Identifying significant people and events across different time periods. - Comparing significant people and events across different time periods. - Explain the significance of events, people and developments.	Historical interpretations - To know that we must consider a source’s audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events.
	Sources of evidence	
	- Recognising primary and secondary sources - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Describing how secondary sources are influenced by the beliefs, cultures and time of the author.	
	Historical interpretations - Comparing accounts of events from different sources. - Suggesting explanations for different versions of events. - Evaluating the usefulness of historical sources. - Identifying how conclusions have been arrived at by linking sources. - Developing strategies for checking the accuracy of evidence. - Addressing and devising historically valid questions. - Understanding that different evidence creates different conclusions. - Evaluating the interpretations made by historians.	

History progression of knowledge and skills

	History – historical enquiry
	Skills
EYFS	Posing historical questions - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Gathering, organising and evaluating evidence - Making simple observations about the past from photographs and images. Evaluating and drawing conclusions - Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings - Communicating findings by pointing to images and using simple language to explain their thoughts.
Year 1	Posing historical questions - Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Gathering, organising and evaluating evidence - Making simple observations about the past from photographs and images. Evaluating and drawing conclusions - Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings - Communicating findings by pointing to images and using simple language to explain their thoughts.
Year 2	Posing historical questions - Asking a range of questions about stories, events and people. - Understanding the importance of historically-valid questions. Gathering, organising and evaluating evidence - Understanding how we use books and sources to find out about the past. - Using a source to answer questions about the past.

History progression of knowledge and skills

	• Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a source to answer a question. • Identifying a primary source. Interpreting findings, analysing and making connections • Making links and connections across a unit of study. • Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions • Making simple conclusions about a question using evidence to support. Communicating findings • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.
Year 3 (LKS2)	Posing historical questions • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live • Creating questions for different types of historical enquiry. • Asking questions about the bias of historical evidence. Gathering, organising and evaluating evidence • Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources. Interpreting findings, analysing and making connections • Understanding that there are different ways to interpret evidence. • Interpreting evidence in different ways • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" Evaluating and drawing conclusions • Understanding that there may be multiple conclusions to a historical enquiry question.

History progression of knowledge and skills

	• Reaching conclusions that are substantiated by historical evidence. • Recognising similarities and differences between past events and today. Communicating findings • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments. • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today
Year 4 (LKS2)	Posing historical questions • Understanding how historical enquiry questions are structured. • Creating historically-valid questions across a range of time periods, cultures and groups of people. • Asking questions about the main features of everyday life in periods studied, e.g. how did people live. • Creating questions for different types of historical enquiry. • Asking questions about the bias of historical evidence. Gathering, organising and evaluating evidence • Using a range of sources to construct knowledge of the past. • Defining the terms 'source' and 'evidence'. • Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Identifying the bias of a source. • Comparing and contrasting different historical sources. Interpreting findings, analysing and making connections • Understanding that there are different ways to interpret evidence. • Interpreting evidence in different ways. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" Evaluating and drawing conclusions • Understanding that there may be multiple conclusions to a historical enquiry question. • Reaching conclusions that are substantiated by historical evidence. • Recognising similarities and differences between past events and today. Communicating findings • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments.

History progression of knowledge and skills

	• Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today
Year 5 (UKS2)	Posing historical questions • Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research. • Asking historical questions of increasing difficulty e.g. who governed, how and with what results? • Creating a hypothesis to base an enquiry on. • Asking questions about the interpretations, viewpoints and perspectives held by others. Gathering, organising and evaluating evidence • Using different sources to make and substantiate historical claims. • Developing an awareness of the variety of historical evidence in different periods of time. • Distinguishing between fact and opinion. • Recognising 'gaps' in evidence. • Identifying how sources with different perspectives can be used in a historical enquiry. • Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. • Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. Evaluating and drawing conclusions • Interpreting evidence in different ways using evidence to substantiate statements. • Making increasingly complex interpretations using more than one source of evidence. • Challenging existing interpretations of the past using interpretations of evidence. • Making connections, drawing contrasts and analysing within a period and across time. • Beginning to interpret simple statistical sources. • Reaching conclusions which are increasingly complex and substantiated by a range of sources. • Evaluating conclusions and identifying ways to improve conclusions. Communicating findings • Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. • Showing written and oral evidence of continuity and change as well as indicting simple causation. • Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. • Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. • Constructing explanations for past events using cause and effect. • Using evidence to support and illustrate claims.
Year 6 (LKS2)	Posing historical questions • Planning a historical enquiry. • Suggesting the evidence needed to carry out the enquiry. • Identifying methods to use to carry out the research.

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History progression of knowledge and skills

	History – Substantive concepts
	Knowledge
EYFS	Achievements and follies of mankind - To know that in fairy tales kings/queens are usually important, powerful people who rule over others. - To recognise some interests and achievements from their own lives and the lives of their families and friends.
Year 1	Achievements and follies of mankind - To know some inventions that still influence their own lives today. - To know some achievements and discoveries of significant individuals.
Year 2	Power (monarchy, government and empire) - To know that a monarch in the UK is a king or queen. - To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. - To know that Britain was organised into kingdoms and these were governed by monarchs. Achievements and follies of mankind - To begin to identify achievements and inventions that still influence their own lives today. - To know the legacy and contribution of the inventions. - To be aware of the achievements of significant individuals.
Year 3 (LKS2)	Power (monarchy, government and empire) - To understand the development of groups, kingdom and monarchy in Britain. - To know who became the first ruler of the whole of England. - To understand the expansion of empires and how they were controlled across a large empire. - To understand that societal hierarchies and structures existed including aristocracy and peasantry. - To understand some reasons why empires fall/collapse. Invasion, settlement and migration - To know that there were different reasons for invading Britain. - To understand that there are varied reasons for coming to Britain. - To know that there are different reasons for migration. - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To know that settlements changed over time.

	Civilisation (social and cultural) • To understand how invaders and settlers influence the culture of the existing population. • To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. • To know that education existed in some cultures, times and groups. Trade • To know that communities traded with each other and over the English Channel in the Prehistoric Period. • To understand that trade began as the exchange of goods. • To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. • To understand that the Roman invasion led to a great increase in British trade with the outside world. • To understand that trade develops in different times and ways in different civilisations. • To understand that the traders were the rich members of society. Beliefs • To understand that there are different beliefs in different cultures, times and groups. • To know about paganism and the introduction of Christianity in Britain. • To know how Christianity spread. • To compare the beliefs in different cultures, times and groups. Achievements and follies of mankind • To be able to identify achievements and inventions that still influence our lives today from Roman times. • To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. • To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.
Year 4 (LKS2)	Power (monarchy, government and empire) • To understand the development of groups, kingdom and monarchy in Britain. • To know who became the first ruler of the whole of England. • To understand the expansion of empires and how they were controlled across a large empire. • To understand that societal hierarchies and structures existed including aristocracy and peasantry. • To understand some reasons why empires fall/collapse. Invasion, settlement and migration • To know that there were different reasons for invading Britain. • To understand that there are varied reasons for coming to Britain. • To know that there are different reasons for migration • To know that settlement created tensions and problems. • To understand the impact of settlers on the existing population. • To understand the earliest settlements in Britain. • To know that settlements changed over time. Civilisation (social and cultural) • To understand how invaders and settlers influence the culture of the existing population

	- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups. Trade - To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that trade began as the exchange of goods. - To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. - To understand that the Roman invasion led to a great increase in British trade with the outside world. - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand that trade develops in different times and ways in different civilisations. - To understand that the traders were the rich members of society Beliefs - To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and and the introduction of Christianity in Britain. - To know how Christianity spread. - To compare the beliefs in different cultures, times and groups. Achievements and follies of mankind - To be able to identify achievements and inventions that still influence our lives today from Roman times. - To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. - To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.
Year 5 (UKS2)	Power (monarchy, government and empire) - To understand how the monarchy exercised absolute power. - To understand the process of democracy and parliament in Britain. - To understand that different empires have different reasons for their expansion. - To understand that there are changes in the nature of society. - To know that there are different reasons for the decline of different empires. Invasion, settlement and migration - To understand there are increasingly complex reasons for migrants coming to Britain. - To understand that migrants come from different parts of the world. - To know about the diverse experiences of the different groups coming to Britain over time. Beliefs - To be aware of the different beliefs that different cultures, times and groups hold. - To understand the changing nature of religion in Britain and its impact. - To be aware of how different societies practise and demonstrate their beliefs. - To be able to identify the impact of beliefs on society. Civilisation (social and cultural)

History progression of knowledge and skills

	• To understand the changes and reasons for the organisation of society in Britain. • To understand how society is organised in different cultures, times and groups. • To be able to compare development and role of education in societies. • To be able to compare education in different cultures, times and groups. • To understand the changing role of women and men in Britain. • To understand that there are differences between early and later civilisations. Trade • To know that trade routes from Britain expanded across the world . • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). • To understand that the expansion of trade routes increased the variety of goods available. • To understand that the methods of trading developed from in person to boats, trains and planes. • To understand the development of global trade. • To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain Achievements and follies of mankind • To understand that people in the past were as inventive and sophisticated in thinking as people today. • To know that new and sophisticated technologies were advanced which allowed cities to develop. • To understand the impact of war on local communities. • To know some of the impacts of war on daily lives. • To be able to identify the achievements of civilisations and explain why these achievements were so important. • To be able to compare the achievements of different civilisations and groups.
Year 6 (LKS2)	Power (monarchy, government and empire) • To understand how the monarchy exercised absolute power. • To understand the process of democracy and parliament in Britain. • To understand that different empires have different reasons for their expansion. • To understand that there are changes in the nature of society. • To know that there are different reasons for the decline of different empires. Invasion, settlement and migration • To understand there are increasingly complex reasons for migrants coming to Britain. • To understand that migrants come from different parts of the world. • To know about the diverse experiences of the different groups coming to Britain over time. Beliefs • To be aware of the different beliefs that different cultures, times and groups hold. • To understand the changing nature of religion in Britain and its impact. • To be aware of how different societies practise and demonstrate their beliefs. • To be able to identify the impact of beliefs on society. Civilisation (social and cultural) • To understand the changes and reasons for the organisation of society in Britain.

	• To understand how society is organised in different cultures, times and groups. • To be able to compare development and role of education in societies. • To be able to compare education in different cultures, times and groups. • To understand the changing role of women and men in Britain. • To understand that there are differences between early and later civilisations.
	Trade
	• To know that trade routes from Britain expanded across the world . • To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. • To understand that the expansion of trade routes increased the variety of goods available. • To understand that the methods of trading developed from in person to boats, trains and planes. • To understand the development of global trade. • To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain
	Achievements and follies of mankind
	• To understand that people in the past were as inventive and sophisticated in thinking as people today. • To know that new and sophisticated technologies were advanced which allowed cities to develop. • To understand the impact of war on local communities. • To know some of the impacts of war on daily lives. • To be able to identify the achievements of civilisations and explain why these achievements were so important. • To be able to compare the achievements of different civilisations and groups.

History progression of knowledge and skills

National Curriculum – end of KS1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Pupils should use a wide vocabulary of everyday historical terms.
- Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

National Curriculum – end of KS2

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Pupils should understand how our knowledge of the past is constructed from a range of sources.