Skills Progression Framework: History

Knowledge & Skills Progression Grid

Year Group	Chronological understanding and historical knowledge	Historical enquiry and evidence	Interpretation of history	Significance and impact	Communication and historical vocabulary
EYFS / Reception	• Talk about events in their own lives and within their family • Begin to use words such as now, then, before and after with support • Notice that some things happened a long time ago and some are recent	• Ask and answer simple questions about familiar past events • Use photographs, artefacts, stories and visits to find out about the past • Sort or match pictures and objects linked to old and new with support	• Notice that pictures, stories and objects can show the past • Begin to understand that people lived differently in the past • Share simple ideas about what life might have been like	• Recognise that special people, events and places can be remembered • Talk about changes in their own life and in familiar places • Notice how people and things from the past are different from today	• Use everyday and historical vocabulary in talk, such as old, new, long ago and remember • Retell simple personal or familiar events in sequence • Speak in full sentences with adult support to describe what they notice
Year 1	• Use simple time words such as before, after, past and present • Order familiar events from their own lives in sequence • Recognise that some events happened long ago	• Ask and answer simple questions about the past • Use pictures, artefacts and stories to find out about history • Identify obvious information from sources with support	• Notice that old pictures, stories and objects show the past in different ways • Begin to recognise that people can describe the same event differently • Use imagination to suggest what life might have been like	• Recognise that some people and events are important because they changed things • Talk about why a familiar person or event is remembered • Begin to notice change in homes, toys, transport or school life	• Use simple historical words accurately in oral responses • Describe what they see and notice using sentence stems • Retell events in order using everyday and historical vocabulary

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Year 2	• Place events on a simple timeline using terms such as now, then, before and after • Recognise changes within living memory and beyond living memory • Order key events from a studied period or story	• Ask simple historical questions about people, places and events • Use sources such as photographs, artefacts and written accounts to find information • Select relevant details from evidence with guidance	• Compare two accounts, pictures or objects and identify similarities and differences • Begin to explain that sources can show different views of the past • Make simple inferences about what a source suggests	• Identify why a person, event or object is significant in a studied topic • Describe simple causes and effects of historical events • Recognise ways in which the past has influenced the present	• Use topic-specific vocabulary more accurately in speech and writing • Explain ideas in clear sentences and short paragraphs • Use words such as because, then, after and finally to link ideas
Year 3	• Sequence events, periods and people on a timeline with increasing accuracy • Develop understanding of broader historical periods and their main features • Use chronological language to describe duration and sequence	• Ask increasingly focused historical questions • Use a range of sources to gather information and support answers • Record and organise evidence in simple note form or graphic organisers	• Compare different sources and begin to question reliability • Identify viewpoint by considering who created a source and why • Make straightforward inferences from evidence about past lives	• Explain why a person, event or development was important • Describe causes and consequences using historical evidence • Identify some changes and continuities across a period	• Speak and write about history using subject-specific vocabulary • Give short explanations using evidence from sources • Use comparative language such as similar, different, more and less
Year 4	• Place events and periods on timelines with increasing precision • Compare and sequence events across different	• Formulate historical questions that require more than one source • Use sources to extract information and begin	• Compare accounts of the same event and identify differences in interpretation • Begin to explain	• Explain why a historical figure, event or development was significant • Describe links	• Use a wider range of historical vocabulary accurately and confidently • Organise ideas into structured oral and written

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	historical periods • Recognise patterns of change and continuity over time	to compare evidence • Explain what evidence suggests and justify simple conclusions	reliability by considering purpose and perspective • Use evidence to support deductions about the past	between causes, consequences and long-term impact • Consider how developments influenced people's lives at the time and later	responses • Use causal and comparative connectives to explain historical relationships
Year 5	• Develop secure chronological knowledge across larger spans of time • Place civilisations, events and developments within a coherent timeline • Explain duration, overlap and sequence with increasing accuracy	• Plan and ask relevant historical questions for enquiry • Select, compare and combine information from several sources • Use evidence more independently to support reasoned answers	• Compare interpretations of the same event or period and begin to evaluate them • Explain how viewpoint, audience and purpose affect historical accounts • Use evidence to distinguish between fact, inference and opinion	• Explain significance by considering impact, consequence and legacy • Analyse causes and consequences in some detail • Make links between historical developments and modern life	• Use precise historical terminology in discussion and written work • Produce structured explanations, comparisons and judgements • Use evidence-based language to justify ideas and conclusions
Year 6	• Demonstrate secure chronological understanding across extended historical periods • Compare periods, events and developments	• Frame enquiry questions that lead to deeper investigation • Critically use and compare a wider range of sources and evidence • Draw substantiated	• Evaluate differing interpretations and account for contrasting views • Assess reliability by considering origin, purpose, context and	• Judge the significance of people, events and developments with justification • Explain multiple causes, short-term and long-term	• Communicate ideas clearly in sustained oral and written historical responses • Use accurate and sophisticated subject vocabulary with confidence • Construct comparative

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	within and across themes • Explain relationships between chronology, continuity and change	conclusions from evidence independently	bias • Use evidence to support more complex historical judgement	consequences • Analyse legacy and impact on subsequent periods and the present day	and explanatory writing that includes evidence and judgement

Cornerstones Big Ideas and Curriculum Alignment

- **History links to the Big Ideas**
  - **Humankind**: People's actions, beliefs, relationships and ways of life shape historical change.
  - **Processes**: Pupils explore how events, decisions and developments unfold over time.
  - **Creativity**: Children present historical understanding through drama, art, writing and model-making.
  - **Investigation**: History is rooted in questioning, source analysis and evidence-based enquiry.
  - **Place and Space**: Local, national and global contexts support understanding of where history happened.
  - **Comparison**: Pupils compare periods, societies, sources and interpretations.
  - **Significance**: The study of people, events and ideas includes why they mattered then and now.
  - **Change**: Understanding continuity and change is central to historical thinking.

Threshold concepts

- Investigate and interpret the past through evidence and enquiry.
- Build an increasingly secure sense of chronology, period and sequence.
- Understand historical significance through impact, legacy and change.
- Recognise that history is constructed through interpretation and viewpoint.

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Substantive knowledge progression

- Knowledge of people, places, events and periods becomes more secure and better connected over time.
- Pupils move from familiar personal and local history towards broader British, local and world history contexts.
- Concepts such as invasion, settlement, monarchy, democracy, civilisation, empire, trade, migration and reform are revisited and deepened.

Disciplinary knowledge progression

- Enquiry moves from asking simple questions to constructing lines of enquiry.
- Evidence use develops from identifying information to weighing reliability and drawing conclusions.
- Interpretation becomes increasingly analytical, with attention to perspective, purpose and bias.
- Significance is judged through impact, consequences, legacy and comparison across time.

Assessment Focus

- **EYFS and Key Stage 1**
  - Can the pupil sequence events and use basic historical vocabulary accurately?
  - Can the pupil identify simple similarities and differences between past and present?
  - Can the pupil talk about evidence from stories, pictures and artefacts?
- **Lower Key Stage 2**
  - Can the pupil order events on a timeline and describe change and continuity?
  - Can the pupil use sources to answer questions and make simple inferences?
  - Can the pupil explain why a person, event or development mattered?
- **Upper Key Stage 2**
  - Can the pupil compare sources and interpretations with increasing critical awareness?
  - Can the pupil build reasoned explanations using evidence and historical terminology?
  - Can the pupil make supported judgements about significance, cause, consequence and legacy?