Knowledge and Skills Progression Map : History

	Essential Knowledge (ELG Past and Present / National Curriculum)	End of Year Expectations	Greater Depth
EYFS	• Talk about the lives of the people around them and their roles 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 read in class and storytelling.	• Can they talk about past and present events in their own lives and in the lives of their family? • Can they order and sequence familiar events using visual prompts? • Can they recognise differences between past and present events in their own lives and those of others?	• Can they give reasons why people's lives were different in the past? • Can they ask questions about past events or the lives of people in their family or community?
Year 1	• To find out about significant historical events, people and places in their own locality • To find out about the lives of significant individuals in the past who have contributed to national and international achievements. • To find out about changes within living memory and change in national life	• Can they put pictures, artefacts or events in chronological order? • Can they use words and phrases such as old, new, a long time ago, before and after to describe the past? • Can they use stories as a source for asking and answering questions about the past?	• Can they ask *relevant* questions using a range of historical sources provided? • Can they state appropriate reasons why an event occurred in the past and its impact on their lives?
Year 2	• To find out about changes within Living memory • To find out about the lives of significant individuals in the past who have contributed to national and international achievements (compare different periods) • To find out about events beyond living memory that are significant nationally or globally	• Can they identify some ways that people from the past have impacted upon our lives? • Can they explain how the local area was different in the past? • Can they recognise that certain celebrations are as a direct result of an event that occurred in the past?	• Can they explain and summarise significant events of people and the past? • Can they present a viewpoint and give reasons why an event occurred?

	• To find out about significant historical events, people and places in their own locality	• Can they use appropriate words and phrases to describe historical events?	
Year 3	• To be able to find out about aspects of the past from a range of sources • To be able to enquire into historical issues and their effects on people's lives • To find out about an aspect of local history (The River Thames and The Regent's Canal) • To be able to enquire into historical issues and their effects on people's lives • To find out about the changes in Britain from the Stone Age to the Iron Age	• Can they pose and respond to questions about a person or event from the past using different sources? • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they describe events and periods from history using appropriate subject vocabulary?	• Can they reflect and explain how events from the past have shaped their lives today? • Can they form reasoned arguments for why events from the past are interpreted in different ways?
Year 4	• To learn about an aspect of local history (Immigration to London) • To learn about an aspect of British History that extends knowledge beyond 1066 (Immigration to London) • To use a range of historical sources of evidence to answer questions about the past and changes over time. • To find out about the achievements of the earliest civilisations (Ancient Egypt) • To study Greek life and achievements and their influence on the western world	• Can they research what it was like for a person in a given period from the past using primary and secondary sources and communicate them both orally and in written form? • Can they give reasons to support different points of view of a historical event and make comparisons between them? • Can they explain how events from the past have helped shape our lives including a range of evidence from different sources?	• Can they give reasons for trends and changes by analysing a range of evidence/sources? • Can they explain why events in history could be viewed from different perspectives and that sources may confirm or contradict each other?
Year 5	• To be able to find out about aspects of the past from a range of sources • To be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied • To be able to describe how the history of one country affects that of another	• Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion? • Can they make comparisons between the past and present, explaining things which have changed and things which have stayed the same? • Can they explain how historical sources such as artefacts have helped us understand	• Can they make connections and comparisons between the past and present through explaining and justifying their reasons? • Can they adapt their ideas and viewpoints as new historical information arises?

	• To be able to place the events, people and changes in the periods they have studied into a chronological order • To find out about the Roman Empire and its impact on Britain • To study Britain's settlement by Anglo Saxons and Scots • To find out about the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • To carry out a local history study • To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- (Shakleton's explorations of Antarctica/ The Slave Trade)	more about people's lives in the present and past? • Can they present a balanced view of interpretations of the past, using different points of view?	
Year 6	• To select and organise historical information to find out and answer questions about the past. • To devise their own questions about the past and investigate them using a range of sources. • To learn about an aspect of British History that extends knowledge beyond 1066 (Victorian London) • To learn about an aspect of local history (Victorian London) • A non- European society that provides contrasts with British History (AD900 Mayan and Benin)	• Can they suggest why there may be different interpretations of events? • Can they suggest why certain historical events, people and changes might have impacted more significantly than others? • Can they pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions?	• Can they create their own hypothesis about the past, formulating their own theories about reasons for change? • Can they use a range of concepts and ideas to compare and critically analyse events from the past?

Progression in Specific Historical Skills	
Stage	**Chronology**
EYFS	• Can describe differences between him or herself as a baby and as he or she is now. • Sequences images of themselves as baby, toddler and infant. • Can sort pictures and objects, matching them to babies, children and adults. • Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). • Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. Grasps that simple stories have a beginning, a middle and an end by correctly sequencing three episodes of a simple fiction story/rhyme. • Uses simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new (NB: be careful of the age-old problem of children feeling that training shoes bought on Saturday, but scuffed by Tuesday, are old).
Year 1	• More confident in use of terms 'old' and 'new'. • Uses terms 'then' and 'now' correctly and is comfortable with the term 'the past'. • Understands that the world was different in the olden days. • Can follow logic of fiction titles such as 'Once there were giants'. • • Can sequence within clock and to some extent in calendar time. E.g. when in the year Bonfire Night occurs.
Year 2	• Can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at the Crimea, the long period afterwards. • Realises that we use dates to describe events in time, eg: 1666 for the Great Fire of London. • Can use phrases such as 'over 300 years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time). • Can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times. • The more able can describe relative lengths of time e.g. when Florence was at Crimea compared to after the war.
Year 3	• Can confidently spot major anachronisms from most periods studied when compared with today; • Can sequence events in simple narrative e.g. Nelson Mandela's life, Phileas Fogg's journey
Year 4	• Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification; • Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; • Can talk about the past in terms of periods e.g. Egyptian, Ancient Greece • Realises that Ancient means thousands of years ago;
Year 5	• Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings; • Can use some key dates as important markers of events e.g Caesar's landing, Claudius' invasion, Boudicca's revolt;

Year 6	• Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign • Can appreciate ideas of duration and interval. • Can use dates and specific terms confidently to establish period detail • Can successfully match simple iconic images to each of the periods studied; • Can make links between periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Victorian architecture.

Stage	Characteristic Features KS1 Differences in ways of life in different times KS2 Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences of men, women and children
EYFS	• Children can explain how life was different for them as a toddler and a baby. • Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc.
Year 1	• Understand the concept then and now. • Children should spot significant differences, eg: what classrooms and lessons were like in a different period in the past, different methods of transport • Can confidently identify old and new objects e.g. toys, classroom items, transport and can match pictures of people they think would have used them in the past using old photographs. • Can describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain an object from the past e.g. kitchen equipment from a Georgian kitchen.
Year 2	• Can compare then and now with another then and then today so that they see the similarities and differences. • Can offer reasons why simple changes occur, eg: why more people have the right to vote now • Can include more detail in their answers. They use more precise terms. • Can also see that not everyone in the past had the same experience, eg: different jobs in a castle, experience of black people in America
Year 3	• Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in The Iron Age. They are secure in understanding the main differences between today and the period being studied.
Year 4	• Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same. • Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Ancient Greece or Athens and Sparta and do not describe Greek home life as if it was the same for everyone. They know that there are different levels in society.
Year 5	• Children understand that people in the past had a range of different ways of looking at their world and can explain ideas e.g. the views of the abolitionists • Children can make links between different features of a society to make sense of the world lived in by people in the past e.g. the growth of sugar as a commodity and how this links to the slave trade • Children can explain beliefs and attitudes in terms of why people might have had those ideas e.g. different beliefs/ religions during Anglo Saxon times
Year 6	• Children understand that people's experiences varied depending on status e.g. they understand that children's lives in Victorian society were very different for those from rich and poor families. • Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.

Stage	Cause and Consequence KS1 : Why people did things, why events happened and what happened as a result KS2: Identify and describe reasons for and results of historical events, situations and changes in the period studied
EYFS	• Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'. • Can explain why they took the action they did when discussing 'myself'
Year 1	• Can give a simple reason why a real person acted as they did in a historical situation, e.g. why Mary Anning had to sell her fossils • Can give simple consequences of somebody's actions, e.g. 'because of the fossils Mary Anning discovered we know more about the past'
Year 2	• Can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly. The more-able pupils will look at more indirect reasons e.g. weak firefighting as well as wooden buildings, close houses, and be able to explain why the causes combined in such as way as to cause the Fire. The number of reasons given is less important than pupils explaining rather than simply listing. Children may know more reasons than they give in their explanations, preferring to concentrate on what they believe to be important. • Can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent. • Can explain simple consequences of an event or action e.g. can give two main effects of the Great Fire (e.g. 'houses were built of stone or brick, the streets were wider and straighter') or of Rosa Park's actions (e.g. she improved the lives and rights of Black people in America.) • More-able pupils certainly should be able to give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Rosa Parks or Sir Francis Drake'.
Year 3	• Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Nelson Mandela wanted to end apartheid • Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people e.g. Apartheid, the development of the East India Docks on the River Thames • Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action.
Year 4	• Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause; • Realises that events usually happen for a combination of reasons, even though there is still some element of listing; e.g. immigration to the UK
Year 5	• Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe; e.g. The causes of the Slave Trade • Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently; e.g. the Roman Invasion of Britain • Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. the Fall of the Roman Empire leading to the Anglo Saxons settling in the UK
Year 6	• Explain an event with reference to abstract ideas such as long and short-term or events building up e.g. the Civil Rights Movement • Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think; e.g. The Decline of the Mayan Empire

	• By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way e.g. the growth of cities and industry in Victorian times and how this linked to the development of the railways.

Stage	Interpretations KS1: Different ways in which the past is represented KS2: How the past is represented and interpreted in different ways, and to give reasons for this
EYFS	• Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories. • Children know that a video of a popular story may give a different version of events from the story they have just heard, simply by noting differences in how a character is shown. • Begin to understand that we have different views of familiar events, eg: first day at school. • Understand we cannot always remember what happened in the past. • Can see that there are several versions of a nursery rhyme or story by comparing pictures, and spotting the differences between them.
Year 1	• Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Mary Anning's house looked like – 'it's different from the one on the video,'. • Realises that there may be more than one way of looking at a significant historical person, e.g Mary Anning was not recognised as a scientist because she was a woman. • Understands that grandparents' recollections of their childhood seaside holidays might vary
Year 2	• Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting. • Can see that not all written accounts in books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly. • Understand that people can disagree about what happened in the past without one of them being wrong • Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events e.g. life on board a pirate ship, life in a medieval castle
Year 3	• Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read • Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation, people may not want it recorded
Year 4	• Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past • Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Rosetta Stone • Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation or immigration was written with a different purpose and audience in mind.
Year 5	• Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to. • Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events. e.g. Boudicca's revolt
Year 6	• Children grasp that interpretations might differ depending on the aspect that people are looking at e.g. Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.

Stage	Historical Enquiry (finding out about the past using a range of sources and asking and answering questions)
EYFS	• Can find an answer to a question by looking at a simple picture, eg: pictures of rhymes and in stories • Can say whether a picture is of a baby or a toddler and explain why. • Can point to familiar images in pictures of themselves and their own family • Can describe the main features of an artefact. • Can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories
Year 1	• Can make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious domestic or school items connected with the past would have been used, possibly through simple role play. • Can consult and use information from two simple sources to find information, eg: 'how can we tell this object is old? Because it looks like the one in the book'. • Can find answers to questions about objects by looking in books or on the internet • Realises that we can find out about a person's life by using a range of sources, such as letters and photographs as well as books. • Can ask simple, but relevant, questions of the teacher in the role of, for example, Mary Anning. • Can draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake', 'I don't play with that toy now' or 'my baby brother was just born'.
Year 2	• Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly • Children spot the differences between sources and come to a conclusion as to the most common view. • Able pupils make deductions from photographs , going beyond the literal and what can be seen • Able pupils will realise that there are potential weaknesses in eyewitness accounts such as Pepys'.
Year 3	• Children extract simple information from text/pictures/objects showing basic comprehension • Children make simple deductions about what text means based on what is included
Year 4	• Children start combining information from more than one source e.g. a web site, compared with video, oral evidence, newspaper article • Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. • Children see that some sources are more useful than others and can explain why.
Year 5	• Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests. • Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders
Year 6	• Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore …This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience? • Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'

Stage	Organisation and Presentation
EYFS	• Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ... '. • Will make simple drawings and write simple captions or sentences – some will write elementary sentences to describe, e.g. an old teddy. Can label/annotate simple drawings e.g. of a favourite toy
Year 1	• Can write four or five captions, possibly using connectives, to show the sequence of activities • Can write simple sentences describing an event, e.g. Mary Anning discovering the icthyosaurus • Can write simple sentences containing period-specific detail e.g. about a day at the seaside 100 years ago. • Label and annotate a photo or picture of the past e.g. a Victorian seaside picture, showing awareness of significant features not seen today, e.g. dark heavy clothing, bathing machines. • Make increasing use of period specific vocabulary, e.g. bathing machine, pier.
Year 2	• Can orally retell the main episodes of famous past events e.g. the Fire of London in the correct sequence and write captions to accompany sequenced pictures • Retell a complicated story in a simple, structured way, using temporal markers e.g. after the war, when she was a young girl • Can explain why the Great Fire spread so quickly using phrases such as 'another reason was' and 'also' which connect the various ideas • More use of time conventions when writing in history, e.g. 'hundreds of years ago', 'in 1666', 'in Victorian times', 'when my Grandad was a boy'. • Make increasing use of subject-specific precise vocabulary, e.g. timber-framed buildings, thatch during the Great Fire.
Year 3	• Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations; • Answers contain some simple period-specific references; • Writes in simple and accurate, sequenced, sentences when narrating what happened in the past;
Year 4	• Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas; • Begins to sustain an answer, providing some supporting evidence; • Can use appropriate ways of communicating their understanding e.g. using technology to present ideas
Year 5	• Answers are structured and provide supporting evidence for statements made; • Able to see two sides of a question and can offer arguments on both sides; • Answers are relevant to the question set; • Widespread use of period specific detail to make the work more convincing and authentic;
Year 6	• When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes; • Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing; • Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.