



Skills Progression in History EYFS—KS3

'Progression in History under the National Curriculum' by James Byrom (The Historical Association)

Work likely in ... Early Years → work likely at KS1 to → work likely at KS2 to → work likely at KS3

1. Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
2. Historical terms eg empire, peasant	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> Ask and answer questions * Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information 	<ul style="list-style-type: none"> Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
4. Interpretations of history		<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed
* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:				
5a. Continuity and change in and between periods	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods
5b. Cause and consequence	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present.