



History Skills and Knowledge Progression Document – Warwick Bridge Primary School



What history might look like in the EYFS:

- Role playing special events, e.g. coronation, etc.
- Talking about how they have changed since they were a baby.
- Talking about daily or weekly routines.
- Noticing seasonal changes.
- Recounting personal memories.
- Reading stories about how things change or the past.
- Using language connected with the passing of time.

In addition to this, **Reception** will be using Kapow to support the teaching of Understanding the World through the units: Peek into the past and Adventures through time.

Chronological Awareness - Knowledge

Reception	Year 1	Year 2
To know that someone's age is the time since they were born.	To know that a timeline shows the order events in the past happened.	To know that events in history may last different amounts of time.
To know that they started life as a baby but have since grown and changed.	To know that we start by looking at 'now' on a timeline then look back.	To know a decade is ten years.
To know that some people are older than others.	To know that 'the past' is events that have already happened.	
To know that parents are older than children and grandparents are older than parents.	To know that 'the present' is time happening now.	
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).	To know that within living memory is 100 years.	
	To know that beyond living memory is more than 100 years ago.	
Year 3 and 4		Year 5 and 6
To know that history is divided into periods of history e.g. ancient times, middle ages and modern.		To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
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 relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors, Greeks, Aztecs, and Victorians.
To know that BC means before Christ and is used to show years before the year 0.		



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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 Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.	
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 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.	

Chronological Awareness - Skills

Reception	Year 1	Year 2
Beginning to sequence events when describing them (e.g. daily routines, events in a story)	Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).	Sequencing up to six photographs, focusing on the intervals between events.
Recognising that some stories are set a long time ago.	Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).	Placing events on a timeline, building on times studied in Year 1.
Recognising significant dates for them (birthday).	Sequencing three or four artefacts/photographs from different periods of time.	Beginning to recognise how long each event lasted.
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...")	Placing events on a simple timeline.	Knowing where people/events studied fit into a chronological framework.
Recounting activities that happened in their past using photos as a prompt.	Recording on a timeline a sequence of historical stories heard orally.	
Years 3 and 4	Years 5 and 6	
Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.	



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Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.	Understanding the term “century” and how dating by centuries works.
Using dates to work out the interval between periods of time and the duration of historical events or periods.	Putting dates in the correct century.
Using BC/AD/Century.	Using the terms AD and BC in their work.
Sequencing eight to ten artefacts, historical pictures or events.	Using 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, Aztecs, and Victorians.
Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.	Developing a chronologically secure understanding of British, local and world history across the periods studied.
Placing the time studied on a timeline.	Placing the time, period of history and context on a timeline.
Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.	Relating current study on timeline to other periods of history studied.
Noticing connections over a period of time.	Comparing and making connections between different contexts in the past.
Making a simple individual timeline.	Sequencing 10 events on a timeline.

Substantive Concepts - Knowledge

	EYFS Reception	Year 1	Year 2
Power (monarchy, government and empire)	To know that in fairy tales kings/queens are usually important, powerful people who rule over others.		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 recognise some interests and achievements from their own lives	To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).



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	and the lives of their families and friends.	To know some achievements and discoveries of significant individuals (e.g. explorers).	To know the legacy and contribution of some inventions (e.g. flight).
			To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).
	Years 3 and 4		Years 5 and 6
Power (monarchy, government and empire)	To understand the development of groups, kingdom and monarchy in Britain.	To understand how the monarchy exercised absolute power.	
	To know who became the first ruler of the whole of England.	To understand the process of democracy and parliament in Britain.	
	To understand the expansion of empires and how they were controlled across a large empire.	To understand that different empires have different reasons for their expansion.	
	To understand that societal hierarchies and structures existed including aristocracy and peasantry.	To understand that there are changes in the nature of society.	
	To understand some reasons why empires fall/collapse.	To know that there are different reasons for the decline of different empires.	
Achievements and follies of mankind	To know that there were different reasons for invading Britain.	To understand there are increasingly complex reasons for migrants coming to Britain.	
	To understand that there are varied reasons for coming to Britain.	To understand that migrants come from different parts of the world.	
	To know that there are different reasons for migration.	To know about the diverse experiences of the different groups coming to Britain over time.	
	To know that settlement created tensions and problems.		
	To understand the impact of settlers on the existing population.		



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	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 the changes and reasons for the organisation of society in Britain.
	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 understand how society is organised in different cultures, times and groups.
	To know that education existed in some 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 communities traded with each other and over the English Channel in the Prehistoric Period.	To know that trade routes from Britain expanded across the world.
	To understand that trade began as the exchange of goods.	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 trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.	To understand that the expansion of trade routes increased the variety of goods available.
	To understand that the Roman invasion led to a great increase in British trade with the outside world.	To understand that the methods of trading developed from in person to boats, trains and planes.
	To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.	To understand the development of global trade.
	To understand that trade develops in different times and ways in different civilisations.	



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	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 be aware of the different beliefs that different cultures, times and groups hold.	
	To know about paganism and the introduction of Christianity in Britain.	To understand the changing nature of religion in Britain and its impact.	
	To know how Christianity spread.	To be aware of how different societies practise and demonstrate their beliefs.	
	To compare the beliefs in different cultures, times and groups.	To be able to identify the impact of beliefs on society	
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 of the achievements of the Ancient Egyptians.	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 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.	
Disciplinary Concepts - Skills and Knowledge			
	EYFS Reception	Year 1	Year 2
Change and continuity Skills	Being aware of changes that happen throughout the year (e.g. seasons, nature).	Being aware that some things have changed and some have stayed the same in their own lives.	Recognising some things which have changed / stayed the same as the past.



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		Describing simple changes and ideas/objects that remain the same.	Identifying simple reasons for changes.
		Understanding that some things change while other items remain the same and some are new.	
Change and continuity Knowledge	To know that the environment around us changes as time passes.	To know that people change as they grow older.	To know that daily life has changed over time but that there are some similarities to life today.
		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 Skills	Experiencing cause and effect in play - achieve through continuous provision.	Experiencing cause and effect in play - achieve through continuous provision.	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.
Cause and consequence Knowledge		To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.
Similarities and differences Skills	Beginning to recognise similarities and differences between the past and today.	Beginning to look for similarities and differences over time in their own lives.	Identifying similarities and difference between ways of life at different times.
	Using photographs and stories to compare the past with the present day		Finding out about people, events and beliefs in society.
			Making comparisons with their own lives
Similarities and differences		To know that there are similarities and differences between their lives today and their lives in the past.	To know that there are explanations for similarities and differences between children's lives now and in the past.



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Knowledge		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	Recalling special people in their own lives.	Recalling special events in their own lives.	Discussing who was important in a historical event.
Skills			
Historical significance	To know the names of people that are significant to their own lives.	To know that some people and events are considered more 'special' or significant than others.	To know that some events are more significant than others.
Skills			To know the impact of a historical event on society.
Skills			To know that 'historically significant' people are those who changed many people's lives.
Sources of evidence	Using photographs and stories to compare the past with the present day.	Using artefacts, photographs and visits to museums to answer simple questions about the past.	Using artefacts, photographs and visits to museums to ask and answer questions about the past.
Skills	Using stories and non-fiction books to find out about life in the past.	Finding answers to simple questions about the past using sources (e.g. artefacts).	Making simple observations about a source or artefact.
Skills		Sorting artefacts from then and now.	Using sources to show an understanding of historical concepts (see above).
Skills			Identifying a primary source.
Sources of evidence	To know that stories and books can tell us about the past.	To know that photographs can tell us about the past.	To know that we can find out about how places have changed by looking at maps.
Knowledge		To know that we can find out about the past by asking people who were there.	To know that historians use evidence from sources to find out more about the past.
Knowledge		To know that artefacts can tell us about the past.	



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		To know that we remember some (but not all) of the events that we have lived through.	
Historical interpretations Skills	Recognising that different members of the class may notice different things in photographs from the past.	Beginning to identify different ways to represent the past (e.g. photos, stories).	Recognising different ways in which the past is represented (including eye-witness accounts).
		Developing their own interpretations from historical artefacts.	Comparing pictures or photographs of people or events in the past.
			Developing their own interpretations from photographs and written sources.
Historical interpretations Knowledge	To begin to understand that the past can be represented in photographs and drawings.	To know that the past can be represented in photographs.	To know that the past is represented in different ways.
	Year 3 and 4		Year 5 and 6
Change and continuity Skills	Identifying reasons for change and reasons for continuities.	Making links between events and changes within and across different time periods / societies.	
	Identifying what the situation was like before the change occurred.	Identifying the reasons for changes and continuity.	
	Comparing different periods of history and identifying changes and continuity.	Describing the links between main events, similarities and changes within and across different periods/studied.	
	Describing the changes and continuity between different periods of history.	Describing the links between different societies.	
	Identifying the links between different societies.	Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.	
Change and continuity Knowledge	To know that change can be brought about by advancements in transport and travel.	To know that change can be brought about by conflict.	
	To know that change can be brought about by advancements in materials.	To know that change can be traced using the census.	
	To know that change can be brought about by advancements in trade.		



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Cause and consequence Skills	Identifying the consequences of events and the actions of people.	Giving reasons for historical events, the results of historical events, situations and changes.
	Identifying reasons for historical events, situations and changes.	Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Cause and consequence Knowledge	To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).	To know that members of society standing up for their rights can be the cause of change.
	To know that advancements in science and technology can be the cause of change.	
Similarities and differences Skills	Identifying similarities and differences between periods of history.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
	Explaining similarities and differences between daily lives of people in the past and today.	Making links with different time periods studied.
	Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing change throughout time
Historical significance Skills	Recalling some important people and events.	Identifying significant people and events across different time periods.
	Identifying who is important in historical sources and accounts.	Comparing significant people and events across different time periods.
		Explain the significance of events, people and developments.
Historical significance Knowledge	To know that significant archaeological findings are those which change how we see the past.	To know how historians select criteria for significance and that this changes.
	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 Skills	Using a range of sources to find out about a period.	Recognising primary and secondary sources.
	Using evidence to build up a picture of a past event.	Using a range of sources to find out about a particular aspect of the past.



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	Observing the small details when using artefacts and pictures.	Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
	Identifying sources which are influenced by the personal beliefs of the author.	Describing how secondary sources are influenced by the beliefs, cultures and time of the author
Sources of evidence Knowledge	To know that archaeological evidence can be used to find out about the past.	To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.
	To know that we can make inferences and deductions using images from the past.	To understand the types of information that can be extracted from the census.
		To understand that inventories are useful sources of evidence to find out about people from the past.
		To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.
		To understand how to compare different census extracts by analysing the entries in individual columns.
		To know that the most reliable sources are primary sources which were created for official purposes.
Historical interpretations Skills	Identifying and giving reasons for different ways in which the past is represented.	Comparing accounts of events from different sources.
	Identifying the differences between different sources and giving reasons for the ways in which the past is represented.	Suggesting explanations for different versions of events.
	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.	Evaluating the usefulness of historical sources.
	Evaluating the usefulness of different 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
Historical interpretations Knowledge	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 we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.



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	To know that assumptions made by historians can change in the light of new evidence.	To understand that there are different interpretations of historical figures and events.	
Historical Enquiry - Skills			
	EYFS Reception	Year 1	Year 2
Posing historical questions	Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	Asking how and why questions based on stories, events and people.	Asking a range of questions about stories, events and people.
		Asking questions about sources of evidence (e.g. artefacts).	Understanding the importance of historically valid questions.
Gathering, organising and evaluating evidence	Making simple observations about the past from photographs and images.	Using sources of information, such as artefacts, to answer questions.	Understanding how we use books and sources to find out about the past.
		Drawing out information from sources.	Using a source to answer questions about the past.
		Making simple observations about the past from a source.	Evaluating the usefulness of sources to a historical enquiry.
			Selecting information from a source to answer a question.
Interpreting findings, analysing and making connections	Making simple observations about the past from photographs and images.	Interpreting evidence by making simple deductions.	Making links and connections across a unit of study.
		Making simple inferences and deductions from sources of evidence.	Selecting and using sections of sources to illustrate and support answers.



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		Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).		
Evaluating and drawing conclusions	Deciding whether photographs or images (e.g. from stories) depict the past.	Drawing simple conclusions to answer a question.	Making simple conclusions about a question using evidence to support.	
Communicating findings	Communicating findings by pointing to images and using simple language to explain their thoughts.	Communicating findings through discussion and timelines with physical objects/ pictures.	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).	
		Using vocabulary such as - old, new, long time ago.	Using relevant vocabulary in answers.	
		Discussing and writing about past events or stories in narrative or dramatic forms.	Describing past events and people by drawing or writing.	
		Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	Expressing a personal response to a historical story or event through discussion, drawing our writing.	
	Years 3 and 4		Years 5 and 6	
Posing historical questions	Understanding how historical enquiry questions are structured.		Planning a historical enquiry.	
			Suggesting the evidence needed to carry out the enquiry.	
	Creating historically valid questions across a range of time periods, cultures and groups of people.		Identifying methods to use to carry out the research.	
	Asking questions about the main features of everyday life in periods studied, e.g. how did people live.		Asking historical questions of increasing difficulty e.g. who governed, how and with what results?	



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	Creating questions for different types of historical enquiry.	Creating a hypothesis to base an enquiry on.
	Asking questions about the bias of historical evidence.	Asking questions about the interpretations, viewpoints and perspectives held by others.
Gathering, organising and evaluating evidence	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'..	Using different sources to make and substantiate historical claims.
	Extracting the appropriate information from a historical source	Developing an awareness of the variety of historical evidence in different periods of time.
	Selecting and recording relevant information from a range of sources to answer a question.	Distinguishing between fact and opinion.
	Identifying primary and secondary sources. Identifying the bias of a source.	Recognising 'gaps' in evidence.
	Comparing and contrasting different historical sources.	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.
Interpreting findings, analysing and making connections	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways.	Interpreting evidence in different ways using evidence to substantiate statements.
	Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.	Making increasingly complex interpretations using more than one source of evidence.
	Making links and connections across a period of time, cultures or groups.	Challenging existing interpretations of the past using interpretations of evidence.
	Asking the question "How do we know?"	Making connections, drawing contrasts and analysing within a period and across time.
		Beginning to interpret simple statistical sources



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Evaluating and drawing conclusions	Understanding that there may be multiple conclusions to a historical enquiry question.	Reaching conclusions which are increasingly complex and substantiated by a range of sources.
	Reaching conclusions that are substantiated by historical evidence.	Evaluating conclusions and identifying ways to improve conclusions.
	Recognising similarities and differences between past events and today.	
Communicating findings	Communicating knowledge and understanding through discussion, debates, drama, art and writing.	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
	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.	Showing written and oral evidence of continuity and change as well as indicting simple causation.
	Creating a structured response or narrative to answer a historical enquiry.	Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
	Describing past events orally or in writing, recognising similarities and differences with today.	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.