



# 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

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