

# History Progression of Skills related to The Historical Association's Key Concepts



(Blue indicates where the CQ milestones are covered – not exact wording on CQ)

Key concepts	Praa Sands		Portreath		Godrevy		
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Key concept: Chronological Understanding</b>							
<b>National Curriculum</b>	<p><b>30-50 months</b> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family and friends.</p> <p><b>40-60 months</b> Enjoys joining in with family customs and routines.</p>	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.		
<b>Progression</b>	<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p>	<p>Sequence events in their life. Recount changes.</p> <p>Develop a simple</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events.</p>	<p>Use dates and terms related to the unit of study and passing time.</p> <p>Order significant events from the period studied</p>	<p>Understand that a timeline can be divided into BC and AD</p> <p>Order significant events and dates on a</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across</p>

	Sequence pictures to show time order.	awareness of the past.  Sequence 3 or 4 artefacts from distinctly different periods of time.  Place events on a simple timeline.	Describe memories of key events in lives.  Use a timeline to place important events and label with words, phrases or dates.	and compare where this fits in to topics previously studied.  Use a timeline to place historical events in chronological order.	timeline and compare where this fits in to topics previously studied.  Use terms related to the period and begin to date events.	Gain greater Historical perspective by placing growing knowledge into different contexts  Use relevant terms and period labels - Empire, civilisation, parliament and peasantry...	different periods. (Including rapid change compared to times of relatively little change)  Use relevant terms and period labels - Empire, civilisation, parliament and peasantry...  Sequence previously studied topic on a timeline to gain greater Historical Perspective.
<b>Related concepts</b>	monarchy empire civilisation						
<b>Key vocabulary</b>	a long time ago before after past present future calendar day month year decade century ancient modern era millenium chronology period of time during reign rule						
<b>Key Concept: Cause and consequence</b>	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum	<b>40 – 60 months</b>  <b>30-50 months</b>	KS1 Describe historical events.  Recognise that there are reasons why people in the past acted as they did.		LKS2 Describe historical events. Recognise that there are reasons why people in the past acted as they did.		UKS2 Compare some of the times studied with those of the other areas of interest around the world.	

						Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
<b>Progression</b>		Talk about a sequence of events and how they are related  Say why people may have acted the way they did.	Look at evidence to give and explain reasons why people in the past may have acted in the way they did.  Recount the main events from a significant event in history.	Identify reasons for and results of people's actions  Understand why people may have had to do something.	Can give or suggest reasons why changes may have happened during a time period	Examine causes and results of great events and the impact on people.	Know key dates, characters and events of time studied.  Give explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
<b>Related concepts</b>	civilization war peace government economy religion monarchy empire						
<b>Key vocabulary</b>	because when as a result meant that led to contributed to changed legacy empire revolution invasion settle rebellion						
<b>Key concept: Significance and diversity</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>		<b>Y5</b>	<b>Y6</b>
<b>30-50 months</b> Shows interest in the lives of people who are familiar to them. Shows interest in in different occupations and ways of life.	<b>Natiional Curriculum</b>  KS1 Describe historical events. Describe significant people from the past.			LKS2 Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.			

<p><b>ELG</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>				<p>UKS2 Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>			
<p><b>Progression</b></p>		<p>Recall some facts about people/events before living memory</p>	<p>Use information to describe the past. (historical events and significant people)</p> <p>Describe the differences between then and now.</p> <p>Recount the main events from a significant event in history.</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Describe changes and differences in e.g. houses, culture, clothes, ways of life, beliefs and attitudes may have occurred</p>	<p>Study different aspects of different people e.g. differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in 'early' and 'late' times studies.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Describe the main changes in a period of history.</p>

					during a time period.		
<b>Related concepts</b>	prejudice society progress monarchy government nation						
<b>Key vocabulary</b>	Changed important compare culture significant influenced beliefs oppression ideas society inventions social structure diversity gender prejudice hierarchy commemorate birthright settle						
<b>Key concept: Interpretation</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>National Curriculum</b>	<p><b>30-50 months</b> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate</p>			
		<p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p> <p>Compare adults talking about their past – How reliable are their memories?</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Identify ways that the past is represented and discuss reliability</p>	<p>Identify and give reasons for the different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p>	<p>Look at and evaluate the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use text books and own</p>	<p>Compare different accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Understand that no single source of evidence gives the full answer to</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence</p>

			of evidence e.g. photos, paintings, accounts, stories.	Look at representations of the period e.g. Museum, cartoons etc.	growing historical knowledge to gain a better perspective.	questions about the past.	could lead to different conclusions.
<b>Related concepts</b>	civilization war peace government economy religion monarchy empire nation society prejudice						
<b>Key vocabulary</b>	evidence sources primary source secondary source point of view decide analyse perspective conflicting different versions accurate reliable inaccurate unreliable biased balanced						
<b>Key concept: Change, continuity and development</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>National Curriculum</b>	<p><b>30-50 months</b> describes special times or events for family and friends.</p> <p><b>40-60 months</b> Enjoys joining in with family customs and routines.</p>	Understand the concept of change over time Describing historical events and significant people	Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Describe historical events Identify change in the locality of the school Describe characteristic features of a period in the past	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events Identify change in the history and locality of the school			

						Describe characteristic features of a period of time including ideas, beliefs, attitudes and experiences	
	<b>EYFS</b>	Y1	Y2	Y3	Y4	Y5	Y6
<b>Progression</b>	Talk about when they were younger	Describe how eg parent/grandparent's childhood was the same and different to their own	Compare their own life and experiences with those of people in the past  Compare artefacts	Use simple evidence to explain and describe significant changes	Describe how some things change while others stay the same  Describe the key features of a time period	Identifies changes within and across historical periods.	Identify and compare changes within and across different periods. (Including rapid change compared to times of relatively little change)
<b>Key concepts</b>	civilization war peace government economy religion monarchy empire nation society prejudice progress						
<b>Key vocabulary</b>	change alter difference same impact influence effects modernise progress swift rapid slow drastic outcome legacy stability						
<b>Research and communication skills</b>							
<b>Historical Enquiry</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
		Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.		Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.		Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past.	

<b>Pogression</b>	<p>Be curious about people and show interest in stories.</p> <p>Identify and talk about simple similarities and differences</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources, including the internet, to find out about a period.</p> <p>Select and record information relevant to the study.</p> <p>Use evidence to ask and answer simple questions.</p>	<p>Use a range of sources, including the internet, to find out about and build up a picture of a past.</p> <p>Ask and answer a variety of questions.</p> <p>Suggest suitable sources of evidence for historical enquiry.</p> <p>Begin to devise own Historically valid questions.</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sources and sections of information.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of a time past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Form own opinions about historical events from a range of sources.</p>
<b>Organisation and Communication</b>	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>National curriculum</b>		<p>Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		<p>Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		<p>Use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>	

						Use original ways to present information and ideas.	
<b>Progression</b>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Listen to and recall simple Historical stories.</p> <p>Answer 'how' and 'why' questions in response to stories or events.</p> <p>Explain own knowledge and understanding and ask appropriate questions.</p> <p>Role play.</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and computing.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and computing.</p> <p>Use dates and terms with increasing accuracy.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and computing.</p> <p>Uses dates and terms correctly.</p> <p>Uses subject specific words such as monarch, settlement, invader...</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and computing.</p> <p>Chooses most appropriate way to present information to an audience.</p> <p>Uses dates and terms correctly.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and computing.</p> <p>Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Make appropriate use of dates and terms.</p>
NC Subject Content:		<p>KS1</p> <p><b>Subject content:</b></p> <p><b>Changes within living memory</b></p> <p><b>Events beyond living memory that are significant nationally or globally</b></p> <p><b>Lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>Significant historical events, people and places in their own locality</b></p>		<p>KS2</p> <p><b>Subject Content KS2</b></p> <p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>Roman Empire and its impact on Britain</b></p> <p><b>Britain's settlement by AngloSaxons and Scots</b></p> <p><b>The achievements of the earliest civilizations</b></p> <p><b>A local history study</b></p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><b>A non-European society</b></p> <p><b>Ancient Greece</b></p>			

		<b>A study of an aspect or theme in British history extends chronological knowledge beyond 1066.</b>
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National Curriculum content and objectives maybe included in more than one section because they can be viewed through the lens of more than one key concept. For example " Describe an historical event": an historical event can be described using all the key concepts, however focus could be different each time.

See separate document for development of vocabulary ideas.

