

Skills Progression

| Skills | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------|---|--|--|---|---|---|--|
| Everyday life | Talk about past and present events in their own lives. | Describe an aspect of everyday life beyond our living memory. | Describe the everyday lives of people in a period within our living memory. | Describe the everyday lives of people from past historical periods. | Explain how artefacts provide evidence of everyday life in the past. | Explain how everyday life in an ancient civilisation changed or continued during different periods. | Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. |
| Hierarchy and power. | Explore and talk about pictures, stories and information books on royalty. | Describe the role of a monarch. | Describe the hierarchy of a past society. | Describe the hierarchy and different roles in past civilisations. | Describe the hierarchy and different roles in ancient civilisations. | Describe the significance, impact and legacy of power in ancient civilisations. | Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. |
| Local History | Explore and talk about important events in the school or locality's history. | Describe important events in the school's history. | Describe in simple terms, the importance of local events, people and places. | Analyse a range of historical information to explain how a national or international event has impacted the locality. | Describe and explain the impact of a past society on a local settlement or community. | Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. | Present an in-depth study of a local town or city, suggesting how to source the required information. |
| Compare and contrast. | Describe some similarities and differences between things in the past and the present. | Identify similarities and differences between ways of life within or beyond living memory. | Describe what it was like to live in a different period. | Explain the similarities and differences between two periods of history. | Compare and contrast two civilisations. | Compare and contrast an aspect of history across two or more periods studied. | Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. |
| Changes over time. | Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. | Describe changes within or beyond living memory. | Describe how an aspect of life has changed over time. | Summarise how an aspect of British or world history has changed over time. | Answer and ask historically valid questions about changes over time and suggest or plan | Frame historically valid questions about continuity and change and construct informed responses. | Describe the causes and consequences of a significant event in history. |

| | | | | | | | |
|-------------------|--|----------------------------------|--|---|--|---|---|
| | | | | | ways to answer them. | | |
| Chronology | Put familiar events in chronological order, using pictures and discussion. | Order information on a timeline. | Sequence significant information in chronological order. | Sequence dates and information from several historical periods on a timeline. | Sequence significant dates about events within a historical time period on historical timelines. | Sequence and make connections between periods of world history on a timeline. | Articulate and present a clear, chronological world history narrative within and across historical periods studied. |