



Skills Progression for History

"You are young, you are precious, you are loved."

St John Bosco

OLC learners know it, show it, think it, prove it.

Early Years Framework 2025	National Curriculum 2014	
	Key Stage 1	Key Stage 2
<p>Understanding the World ELG: Past and Present <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p style="text-align: center;">Overview</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p style="text-align: center;">Overview</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>

Big idea	Concept/Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life	<p>AOL: World</p> <p>Skill</p> <p>Talk about special times or events that are important to them.</p>	<p>AOL: World</p> <p>Skill</p> <p>Talk about past and present events in their own lives and those who are important to them.</p>	<p>Skill</p> <p>Describe an aspect of everyday life within or beyond living memory.</p>	<p>Skill</p> <p>Describe the everyday lives of people in a period within or beyond living memory.</p>	<p>Skill</p> <p>Describe the everyday lives of people from past historical periods.</p>	<p>Skill</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>	<p>Skill</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p>	<p>Skill</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p>
		<p>Covered</p>	<p>Covered x 5</p>	<p>Covered x 7</p>	<p>Covered x 7</p>	<p>Covered x 5</p>	<p>Covered x 2</p>	<p>Covered x 3</p>	<p>Covered x 5</p>
						<p>Skill</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p>	<p>Skill</p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p>		
						<p>Covered</p>	<p>Covered</p>		
						<p>Skill</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>	<p>Skill</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p>		
						<p>Covered x 2</p>	<p>Covered x 4</p>		
Hierarchy and power		<p>AOL: World</p> <p>Skill</p> <p>Talk about the actions of kings and queens in stories.</p>	<p>AOL: World</p> <p>Skill</p> <p>Explore and talk about pictures, stories and information books on the theme of royalty.</p>	<p>Skill</p> <p>Describe the role of a monarch.</p>	<p>Skill</p> <p>Describe the hierarchy of a past society.</p>	<p>Skill</p> <p>Describe the roles of tribal communities and explain how this influenced everyday life.</p>	<p>Skill</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Skill</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>Skill</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>
		<p>Covered</p>	<p>Covered x 2</p>	<p>Covered</p>	<p>Covered</p>	<p>Covered</p>	<p>Covered</p>	<p>Covered x 2</p>	<p>Covered</p>
						<p>Skill</p> <p>Describe the hierarchy and different roles in past civilisations.</p>			
						<p>Covered x 2</p>			
						<p>Skill</p> <p>Describe the significance and impact of power struggles on Britain.</p>			<p>Skill</p> <p>Describe and explain the significance of a leader or monarch.</p>
						<p>Covered</p>			<p>Covered x 2</p>

Civilisations

<p>Skill</p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Covered</p>	<p>Skill</p> <p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>Covered</p>	<p>Skill</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Covered x 3</p>	<p>Skill</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Covered x 3</p>
<p>Skill</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Covered</p>	<p>Skill</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Covered</p>	<p>Skill</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Covered x 3</p>	<p>Skill</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>Covered x 3</p>
<p>Skill</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Covered</p>	<p>Skill</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Covered</p>	<p>Skill</p> <p>Study a feature of a past civilisation or society.</p> <p>Covered x 3</p>	<p>Skill</p> <p>Study a feature of a past civilisation or society.</p> <p>Covered x 3</p>
<p>Skill</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Covered</p>	<p>Skill</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <p>Covered</p>		

Creativity	<p>Report and conclude</p> <p>AOL: World</p> <p>Skill</p> <p>Be aware of people and events from the past by sharing books and looking at photographs.</p> <p>Covered</p>	<p>AOL: World</p> <p>Skill</p> <p>Share stories and talk about events in the past.</p> <p>Covered x 2</p>	<p>Skill</p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>Covered x 5</p>	<p>Skill</p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Covered x 5</p>	<p>Skill</p> <p>Make choices about the best ways to present historical accounts and information.</p> <p>Covered x 5</p>	<p>Skill</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Covered x 6</p>	<p>Skill</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Covered x 3</p>	<p>Skill</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Covered x 3</p>
	<p>Communication</p> <p>AOL: World</p> <p>Skill</p> <p>Begin to use words relating to the passage of time when retelling a past event.</p> <p>Covered</p>	<p>AOL: World</p> <p>Skill</p> <p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p>Covered x 2</p>	<p>Skill</p> <p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Covered x 5</p>	<p>Skill</p> <p>Use the historical terms year, decade and century.</p> <p>Covered x 5</p>	<p>Skill</p> <p>Use historical terms to describe different periods of time.</p> <p>Covered x 2</p>	<p>Skill</p> <p>Use more complex historical terms to explain and present historical information.</p> <p>Covered x 2</p>	<p>Skill</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Covered x 4</p>	<p>Skill</p> <p>Use abstract terms to express historical ideas and information.</p> <p>Covered x 4</p>
					<p>Skill</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Covered</p>			

Big idea	Concept/Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	Artefacts and sources	AOL: World Skill Comment and ask questions about objects from the past. Covered	AOL: World Skill Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. Covered x 8	Skill Use a range of historical artefacts to find out about the past. Covered x 5 Skill Express an opinion about a historical source. Covered x 4	Skill Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Covered x 5 Skill Use historical sources to begin to identify viewpoint. Covered x 4	Skill Make deductions and draw conclusions about the reliability of a historical source or artefact. Covered x 5	Skill Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Covered x 5 Skill Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Covered	Skill Use a range of historical sources or artefacts to build a picture of a historical event or person. Covered x 6 Skill Find evidence from different sources, identify bias and form balanced arguments. Covered	Skill Ask perceptive questions to evaluate an artefact or historical source. Covered x 6 Skill Identify different types of bias in historical sources and explain the impact of that bias. Covered
		Place and space	Local history	AOL: World Skill Explore photographs to show how the school or locality has changed over time. Covered	AOL: World Skill Explore and talk about important events in the school or locality's history. Covered	Skill Describe important events in the school's history. Covered x 3	Skill Describe, in simple terms, the importance of local events, people and places. Covered x 3	Skill Analyse a range of historical information to explain how a national or international event has impacted the locality. Covered x 3	Skill Describe and explain the impact of a past society on a local settlement or community. Covered x 3
Comparison	Compare and contrast	AOL: World Skill Begin to notice similarities and differences between life now and in the past. Covered	AOL: World Skill Describe some similarities and differences between things in the past and the present. Covered x 6	Skill Identify similarities and differences between ways of life within or beyond living memory. Covered x 3	Skill Describe what it was like to live in a different period. Covered x 3	Skill Explain the similarities and differences between two periods of history. Covered	Skill Compare and contrast two civilisations. Covered	Skill Compare and contrast an aspect of history across two or more periods studied. Covered x 2	Skill Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Covered x 2
Significance	Significant people	AOL: World Skill Comment and ask questions about significant people that they have seen in books and photographs. Covered	AOL: World Skill Share stories and talk about significant people who lived in the past. Covered x 2	Skill Understand the term significant and explain why a significant individual is important. Covered x 7	Skill Use historical models to make judgements about significance and describe the impact of a significant historical individual. Covered x 7	Skill Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Covered	Skill Construct a profile of a significant leader using a range of historical sources. Covered x 3	Skill Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Covered	Skill Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Covered
	Significant events	AOL: World Skill Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations. Covered	AOL: World Skill Listen to stories and discuss significant events from the past. Covered	Skill Explain the cause and effect of a significant historical event. Covered x 3	Skill Explain in detail the multiple causes and effects of significant events. Covered x 3	Skill Explain why an aspect of world history is significant. Covered	Skill Present a detailed historical narrative about a significant global event. Covered		
Change	Changes over time	AOL: World Skill Begin to spot similarities and differences between pictures of the past and the modern day. Covered	AOL: World Skill Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Covered x 7	Skill Describe changes within or beyond living memory. Covered x 4	Skill Describe how an aspect of life has changed over time. Covered x 4	Skill Summarise how an aspect of British or world history has changed over time. Covered x 4	Skill Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Covered x 4	Skill Frame historically valid questions about continuity and change and construct informed responses. Covered x 5	Skill Describe the causes and consequences of a significant event in history. Covered x 5
	British history	AOL: World Skill Talk about things that happened in the past. Covered	AOL: World Skill Listen to and talk about stories describing significant events from the past. Covered	Skill Describe a significant historical event in British history. Covered x 2	Skill Describe and explain the importance of a significant individual's achievements on British history. Covered x 2	Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Covered Skill Describe how a significant event or person in British history changed or influenced how people live today. Covered x 3	Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Covered x 5 Skill Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Covered x 4	Skill Create an in-depth study of an aspect of British history beyond 1066. Covered x 7	Skill Articulate the significance of a historical person, event, discovery or invention in British history. Covered x 7
	Chronology	AOL: World Skill Relive past experiences through role play activities and retell events in order. Covered	AOL: World Skill Put familiar events in chronological order, using pictures and discussion. Covered x 3	Skill Order information on a timeline. Covered x 9	Skill Sequence significant information in chronological order. Covered x 9	Skill Sequence dates and information from several historical periods on a timeline. Covered x 4	Skill Sequence significant dates about events within a historical time period on historical timelines. Covered x 4	Skill Sequence and make connections between periods of world history on a timeline. Covered x 4	Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied. Covered x 4