

HISTORY: PROGRESSION OF SKILLS

OUR VISION: At Crockham Hill, we believe that history is a vital part of every child's entitlement to a rich and ambitious curriculum. We aim to foster curiosity about the past, nurture critical thinking and equip pupils with the knowledge and disciplinary skills needed to understand the world around them. Through carefully sequenced learning, children develop a secure chronological framework and a deepening understanding of key historical concepts. As they progress through the school, they learn to analyse evidence, recognise different interpretations and reflect thoughtfully on change, cause and significance. By the time they leave Crockham Hill, we want our pupils to approach the past with confidence, curiosity and integrity, understanding not only what happened, but why it matters.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Begin to make sense of their own life story and family history.</p> <p>Identify similarities and differences between past and present.</p> <p>Use simple time language: before, now, then.</p>	<p>Sequence events from their own lives.</p> <p>Use common words related to passing time (old, new, long ago).</p> <p>Understand that stories have a beginning, middle and end.</p>	<p>Use timelines to sequence events and objects.</p> <p>Use terms such as then, now, past confidently.</p> <p>Realise that dates are used to describe events in time.</p> <p>Describe change over time using appropriate vocabulary.</p>	<p>Place periods studied within a broad chronological framework.</p> <p>Sequence events within a period.</p> <p>Use time vocabulary accurately (during, ancient, century).</p> <p>Begin to appreciate duration.</p>	<p>Use dates as markers of events.</p> <p>Recognise intervals and duration within and across periods.</p> <p>Make links between periods studied.</p>	<p>Use BCE/CE and period-specific dates confidently.</p> <p>Recognise concurrent events in different locations.</p> <p>Compare lengths of time and historical phases.</p>	<p>Sequence significant events, movements and turning points accurately.</p> <p>Apply concepts of continuity and change across long periods.</p> <p>Confidently use dates and temporal language to frame analysis.</p>

Knowledge and Understanding of Events, People and Changes	<p>Understand the past through stories, characters and settings.</p> <p>Recognise that life was different in the past.</p>	<p>Describe simple differences between life now and in the past.</p> <p>Identify old and new objects.</p> <p>Recognise that not everything in stories belongs to today.</p>	<p>Compare ways of life at different times.</p> <p>Use period-specific detail when describing differences.</p> <p>Recognise that experiences differed between rich and poor.</p>	<p>Describe everyday life in the period studied.</p> <p>Recognise that not everyone lived the same way.</p> <p>Identify key beliefs and attitudes of the society studied.</p>	<p>Explain beliefs, attitudes and experiences of different groups.</p> <p>Understand how status affected people's lives.</p> <p>Make links between features of a society (beliefs, power, economy).</p>	<p>Evaluate similarities and differences within and across societies.</p> <p>Explain how social, political, religious and economic factors shaped daily life.</p> <p>Avoid sweeping generalisations.</p>	<p>Analyse how societies functioned at different levels.</p> <p>Explain abstract ideas such as power, inequality, civilisation.</p> <p>Evaluate differing viewpoints within the same society</p>
Change and Continuity <i>(Identifying patterns, turning points and significance)</i>		<p>Recognise simple changes between past and present.</p>	<p>Compare change across two time periods (then and another then).</p>	<p>Identify simple changes between periods.</p> <p>Recognise that some changes are more significant than others.</p>	<p>Explain how change can be gradual or rapid.</p> <p>Understand that change may not always last.</p>	<p>Identify turning points and revolutions.</p> <p>Recognise that change can create winners and losers.</p> <p>Explain how some changes lead to others.</p>	<p>Apply concepts of continuity and change using evidence.</p> <p>Evaluate long-term impact and significance.</p> <p>Justify judgements about what changed and what remained.</p>

Cause and Consequence <i>(Why events happened and what happened as a result)</i>		<p>Give a simple reason for why someone acted as they did.</p> <p>Use the word because appropriately.</p>	<p>Give more than one reason for an event.</p> <p>Identify simple consequences of actions.</p>	<p>Recognise that events have more than one cause.</p> <p>Begin to move beyond listing to explanation.</p> <p>Identify short-term consequences.</p>	<p>Explain events using multiple causes.</p> <p>Recognise links between causes.</p> <p>Identify short- and long-term consequences.</p>	<p>Classify causes (economic, religious, political).</p> <p>Weigh relative importance of causes.</p> <p>Recognise how causes combine.</p>	<p>Explain complex events using linked causes.</p> <p>Use abstract ideas (long-term, short-term, trigger).</p> <p>Make reasoned judgements about impact and significance.</p>
Historical Enquiry <i>(Using evidence to ask and answer questions)</i>	<p>Talk about the lives of people around them.</p>	<p>Ask and answer simple questions using pictures and objects.</p> <p>Make simple deductions from visual sources.</p>	<p>Use more than one source to find information.</p> <p>Compare sources for similarities and differences.</p> <p>Begin to recognise that not all sources agree.</p>	<p>Select sources to answer specific questions.</p> <p>Cross-reference information.</p> <p>Recognise that some sources are more useful than others.</p>	<p>Evaluate usefulness and reliability.</p> <p>Suggest reasons why a source might be unreliable.</p> <p>Avoid rushing to conclusions.</p>	<p>Choose reliable evidence to support explanations.</p> <p>Recognise there is often no single answer.</p> <p>Refer to audience and purpose.</p>	<p>Develop own lines of enquiry.</p> <p>Use multiple sources to form and test hypotheses.</p> <p>Understand that no single source gives a complete answer.</p>
Historical Interpretation <i>(How the past is represented and why interpretations differ)</i>		<p>Recognise that events can be shown in different ways (photos, stories, memories).</p>	<p>Spot differences between versions of the same event.</p> <p>Understand that people may remember things differently.</p>	<p>Identify different interpretations.</p> <p>Give simple reasons for differences.</p>	<p>Understand that gaps in evidence lead to reconstruction.</p> <p>Recognise that new discoveries can change interpretations.</p>	<p>Use background knowledge to evaluate accuracy.</p> <p>Understand that interpretations vary depending on audience and purpose.</p>	<p>Recognise that all history involves interpretation.</p> <p>Critique bias and perspective.</p> <p>Explain why historians may disagree.</p>

Organisation and Communication	<p>Communicate ideas through talk, drawing and role-play.</p>	<p>Write simple captions and sentences.</p> <p>Retell events in sequence orally.</p>	<p>Write simple explanations using period-specific vocabulary.</p> <p>Use time conjunctions (after, later, before).</p>	<p>Structure answers with basic explanation.</p> <p>Use some supporting evidence.</p>	<p>Write organised explanations with supporting detail.</p> <p>Refer to dates where appropriate.</p>	<p>Sustain arguments.</p> <p>Present balanced viewpoints.</p> <p>Avoid over-generalisation.</p>	<p>Use precise historical vocabulary fluently.</p> <p>Use tentative language (perhaps, may, some historians argue).</p> <p>Present reasoned, evidence-based arguments.</p>
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