



## History Skills & Knowledge Progression 2025/2026

Year	Assessment Criteria
<b>EYFS</b> Understanding the World	<b><u>3 and 4 year olds:</u></b> I can begin to make sense of my own life-story and family's history.
	<b><u>Reception:</u></b> I can comment on images of familiar situations in the past. I can compare and contrast characters from stories, including figures from the past.
	<b><u>ELG: Past and Present</u></b> I can talk about the lives of the people around me and their roles in society. I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. I understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>1</b>	By the end of Year 1 our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary to:
	<b><u>Historical skills</u></b> Begin the process of establishing a simple sense of chronology and mastery of the language associated with <b>identifying and describing</b> the passing of time;
	<b><u>1960's toys</u></b> <b>Identify, describe and compare and contrast</b> the most popular games and toys of the 1960s with those of today; <b>Record and describe</b> some of the things that adults alive at the time remember about the 1960s;
	<b><u>Local History</u></b> <b>Describe and give reasons</b> for the importance of a significant historical event, person and place in their own locality.
	<b><u>Great Explorers</u></b> <b>Recognise and describe</b> the achievements of a number of famous national and international explorers both in the past and recently - Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong; <b>Identify and describe</b> some of the personal qualities they might need to become a Mars explorer in the future;
<b>2</b>	By the end of Year 2 our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary to:
	<b><u>Historical Skills</u></b> <b>Construct</b> uncomplicated oral narratives by working forward from a beginning to an end or outcome; <b>Recognise</b> the distinction between 'history' and 'prehistory';

	<p><b><u>Sappho (Pompeii)</u></b>  <b>Identify and locate</b> on a map the area of the Roman Empire in Europe together with the location of Pompeii and describe what happened there in AD 79;  <b>Describe and give reasons</b> why archaeologists know so much about the ways of life of people such as Sappho who lived at Pompeii in Roman times;</p>
	<p><b><u>History Makers</u></b>  <b>Describe</b> the achievements of a number of significant individuals and the events associated with them in the past - Hatshepsut, Margaret Thatcher, Grace O'Malley, Malala Yousafzai, Marie Curie and Elizabeth I - and compare and contrast one with another;</p>
	<p><b><u>Charles (WWI)</u></b>  <b>Recognise and describe</b> how animals, particularly messenger pigeons, played such an important role during World War I;  <b>Identify and describe</b> some of the ways a child in Britain would have been aware that a war was happening in 1916.</p>
<p><b>3</b></p>	<p>By the end of Year 3 our children, working as young historians, will have demonstrated that they can use effectively the range of basic historical techniques, enquiry skills, contemporaneous evidence, fieldwork and appropriate subject vocabulary to:</p> <p><b><u>Historical Skills</u></b>  Begin the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066, <b>identifying and describing</b> events in the order in which they occurred using a pre-existing scale of equidistant intervals;  <b>Recognise</b> how historical events are caused by other important past events and in turn have their own consequences;</p> <p><b><u>Stone Age</u></b>  <b>Describe and explain</b> in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the Stone Age;  <b>Contrast</b> the ways in which most people in Britain were living at the end of the Stone Age <b>compared</b> with the beginning and <b>explain</b> some of the differences they observe;</p> <p><b><u>The Victorians</u></b>  <b>Describe and explain</b> what was lifelike for children in Victorian Britain; <b>Contrast</b> Victorian schools to schools today; <b>Describe</b> events of the industrial revolution;  <b>Describe</b> Victorian toys and <b>compare</b> to toys nowadays; <b>Explain</b> and <b>evaluate</b> why was Queen Victoria important.</p> <p><b><u>Anglo-Saxons</u></b>  <b>Explain</b> who the Anglo Saxons were and why they chose to live in villages in the British countryside rather than in the towns that the Romans built;  Through <b>evaluating</b> the artefacts of the Sutton Hoo burial reach a <b>judgement</b> about what the different items tell us about life in Anglo Saxon Britain;</p>

<p><b>4</b></p>	<p>By the end of Year 4 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate historical techniques, enquiry skills, contemporaneous evidence, fieldwork and appropriate subject vocabulary to:</p> <p><b>Historical Skills</b> Complete the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 <b>identifying and describing</b> events in the order in which they occurred using a pre-existing scale of equidistant intervals;</p> <p><b>Iron Age</b> <b>Describe</b> the main features of Iron Age hill forts and <b>offer reasons</b> why so many were constructed across Britain; <b>Explain</b> why archaeologists believe Iron Age people made so many beautiful artefacts only to then throw them into rivers or bury them underground; <b>Explain</b> how we know that life wasn't always peaceful in the Iron Age.</p> <p><b>The Vikings</b> <b>Explain</b> why Viking Norsemen invaded Britain and <b>reach a judgement</b> about why they were desperate to stay; <b>Explain</b> why King Alfred is the only King or Queen of England to have 'the Great' after their name.</p> <p><b>The Romans</b> <b>Explain</b> why the Romans invaded Britain; <b>Describe and explain</b> why we know so much about the towns the Romans built in Britain; <b>Explain</b> why the Romans in Britain organised gladiatorial games and why such events were not always popular with everyone; <b>Explain</b> why Boudica presented such a threat to the Romans that they almost lost control of Britain;</p>
<p><b>5</b></p>	<p>By the end of Year 5 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate and specialised historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary to:</p> <p><b>Historical Skills</b> Construct a timeline relating to one of the civilisations studied, by creating their own equidistant scale to record its main events in the order that they occurred.</p> <p><b>Hemel Hempstead</b> <b>Describe and explain</b> how several aspects of national history are reflected in their own locality and <b>evaluate and reach a judgement</b> about their relative importance;</p> <p><b>The British Empire</b> <b>Explain</b> why Britain established an empire around the world and construct a timeline using an equidistant scale to record the chronology of the main events that occurred; <b>Evaluate</b> some of the advantages and disadvantages of the British Empire both to Britain and its colonies and <b>reach a judgement</b> as to why it has now almost disappeared;</p>

	<p><b><u>Trojan Horse (Ancient Greece)</u></b>  <b>Explain</b> the significance of the story of the Trojan Horse in the history of Ancient Greece and <b>evaluate</b> the evidence available to <b>reach a judgement</b> as to whether the events might be fact, legend or myth;</p>
6	<p>By the end of Year 6 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate and specialised historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary to:</p> <p><b><u>Historical Skills</u></b>  Construct more detailed oral and written historical narratives which <b>describe and explain</b> how and why particular events unfolded over time;</p> <p><b><u>Maya</u></b>  <b>Evaluate</b> the range of artefactual evidence left behind by the Ancient Maya and <b>reach a judgement</b> regarding what they suggest about the kind of life they lived; Consider the possible explanations about why the Ancient Maya abandoned their jungle cities and <b>reach a judgement</b> about which might be the most convincing; <b>Compare and contrast</b> ways of life in Britain during the time of the Ancient Maya and <b>reach a judgement</b> about which society they feel was most advanced;</p> <p><b><u>Battle of Britain</u></b>  <b>Empathise</b> with circumstances in Britain after the fall of Dunkirk in 1940 during World War II and <b>reach a judgement</b>, through <b>critiquing</b> a range of evidence, as to why Britain won the Battle of Britain.</p> <p><b><u>Shang Dynasty</u></b>  <b>Explain</b> why we know so much about how some people lived at the time of the Shang Dynasty of Ancient China and hardly anything about the life of the majority of people;  <b>Compare and contrast</b> the reigns of King Cheng Tang and King Di Xin during the Shang Dynasty of Ancient China and <b>reach a judgement</b> about who of the two they feel would have been the most effective leader;</p>