



Progression in History

Key Stage 1	Year 3	Year 4	Year 5	Year 6
• tell and re-tell a story • have some grasp of the feelings of others and simple motives, and make comments about the actions and thoughts of others • draw some simple conclusions about sources, such as what an artefact was used for • ask as well as answer simple historical questions • recognise similarities and differences such as here/there and then/nor involving situations, people and events • use referencing skills – to find information in topic books or a source • distinguish photographs from pictures • observe details in pictorial sources • produce personal/family timelines showing four-to-five key events in a relationship • sequence three-to-four events in a story • produce simple family trees • use time words.	• Spotting broad differences in time such as then/nor, before/after. • Spotting broad differences in place such as here/there and them/us. • Observing quite small details in sources – written, pictorial and artefacts. • Producing family trees. • Drawing some conclusions about sources. • Distinguishing differences in sources such as between a picture and a photograph. • Gathering information from two or three sources. • Grasping the essentials of a whole story, including the significant events and personalities. • Understanding why somebody may have wanted to do something. • Understanding what may have happened as a result of an event or action. • Sequencing five or six objects.	• Some grasp of more complex time terms such as ancient, modern. • Detecting continuity. • Producing timelines. • Sequencing seven or eight objects. • Linking cause and effect. • Offering a reasonable explanation for some events. • Asking a variety of questions. • Simple deductions and inferences. • Arranging and expressing information in short paragraphs. • Making some comparisons across events and periods. • Simple evaluation of some evidence. • Reading and comprehending a range of sources.	• Re-telling a story from the viewpoint of somebody involved. • Using period labels. • Producing and making use of multi-dimensional timelines. • Using timescales when referring to changes. • Using new time terms, e.g. contemporary. • Matching dates to people and events. • Grasping different types of change and how the change has taken place. • Using the language of probability when offering reasons and results. • Explaining a strange attitude or decision that somebody has made. • Showing some grasp of the thoughts and feelings of others. • Making inferences about the viewpoints of others. • Identifying more than one cause and effect for actions. • Offering some reasons for different versions of events. • Producing accounts of three or four paragraphs. • Organising and planning displays.	• Grasping that society is more than a series of unrelated activities. • Detecting change and continuity, and commenting on these, e.g. rates of change, types of change, idea of progress and regress. • Expanding usage of dates, periods, eras, including terms such as BC, AD. • Sequencing ten objects. • Identifying and applying different causes and effects. • Analysing the motives of individuals and groups. • Explaining the beliefs of others, including some that are conflicting. • Using a range of sources in an investigation. • Linking aspects of history across a period. • Offering comparisons and contrasts across more than one period of history. • Engaging in an independent investigation. • Checking the accuracy of depictions and interpretations. • Producing accounts of four or five paragraphs, including sub-headings.