

Cooper Perry History Skills Progression

EYFS

Understanding the World

- Use everyday vocabulary to describe the passing of time including days of the week, months and seasons
- Sequence simple events from their own lives (e.g. morning routine, birthdays).
- Identifying that things have happened in the past, relating to themselves and within living memory
- Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents

Chronology

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Use everyday time vocabulary: <i>yesterday, today, tomorrow, now, then, a long time ago.</i> Begin to distinguish between past and present in photos and stories. Begin to compare aspects of life now and in the past (e.g. toys). Talk about events in the correct order using pictures or objects.	Use terms like <i>past, present, old, new, before, after, recently, a long time ago</i> with increasing accuracy. Sequence events and artefacts closer to or beyond living memory on a simple timeline. Place known events or people in chronological order (e.g. Florence Nightingale lived before they were born). Compare aspects of life now and in the past (e.g. changes in healthcare, why we don't build castles now	Begin to use terms like <i>century, decade, BC, AD</i> with support. Place historical periods and events on a simple timeline using dates. Understand that historical periods happened in a specific order and lasted a certain length of time. Begin to identify when studied events occurred in relation to each other (e.g. Stone Age came before Romans). Recognise overlaps between world and British history.	Use historical vocabulary with growing confidence: <i>era, period, chronology, duration.</i> Confidently place studied time periods on a timeline with accurate date ranges. Describe the duration of different historical periods and compare lengths (e.g. how long the Romans ruled). Begin to identify key changes and continuities over time. Recognise and explain where periods fit in relation to each other.	Understand and use <i>BC/AD (or BCE/CE)</i> confidently in context. Use increasingly accurate timelines to place key historical periods, people, and events. Make links between different historical periods and civilisations. Understand that events may have occurred simultaneously in different parts of the world. Begin to consider the impact of events over time and place them within a broader historical narrative.	Use historical terms and chronological language fluently and accurately. Confidently use and interpret complex timelines, including overlapping civilisations and thematic studies. Compare durations, sequencing, and impacts across multiple historical periods. Construct arguments or narratives showing change, continuity, cause, and consequence over time. Evaluate historical significance of events in chronological context (e.g. legacy of Ancient Greece on modern democracy).

Sources of Evidence

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Recognise that the past can be found in pictures, artefacts, books, and stories. Begin to identify simple sources (e.g. photos, drawings, toys, clothing). Answer simple questions about a source (e.g. "What can you see?", "What is it?"). Understand that these sources can tell us about the past. <i>Example: Look at an old toy and say how it's different from a modern one.</i>	Begin to understand that there are different types of sources (e.g. artefacts, oral history, photos, films). Ask simple questions about what a source tells us. Recognise that people remember the past in different ways. Identify whether a source is from the past or present. <i>Example: Compare old and new photographs of schools or homes.</i>	Use a range of sources to find out about the past (e.g. artefacts, images, written texts). Ask questions like: <i>Who made this? Why? What does it tell me?</i> Recognise that sources can provide different kinds of information. Begin to understand that not all sources are completely accurate or reliable. <i>Example: Use a Roman coin and a written account to learn about Roman Britain.</i>	Use multiple sources to build up a clearer picture of the past. Begin to evaluate sources: consider who made them and why. Identify differences between sources and suggest reasons for these. Understand that historical sources reflect the views or purpose of the people who created them. <i>Example: Compare Egyptian artefacts with Anglo-Saxon written sources.</i>	Select and use appropriate sources to support their understanding of historical events. Ask and answer more complex questions (e.g. <i>How useful is this source? What might be missing?</i>). Consider whether a source is primary or secondary. Understand that bias, viewpoint, and context can affect the reliability of a source. <i>Example: Analyse newspaper reports from Windrush and compare them with first person accounts.</i>	Critically evaluate a range of source types for usefulness, reliability, and bias. Cross-reference different sources to develop well-informed conclusions. Understand that some sources are more useful for certain types of enquiry than others. Use sources to construct and support arguments and interpretations. <i>Example: Evaluate different sources about the legacy of Ancient Greece and decide which is most reliable and why.</i>

Cause and Effect

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Recognise that events happen for a reason (e.g. toys have changed over time as new materials were made – plastic) Begin to identify simple causes of familiar events or changes. Use basic terms such as <i>because, so, then, caused by</i>. Example: Describe why our school has grown over time.	Identify and describe simple causes and outcomes of historical events or actions (e.g. <i>The fire burned the houses because they were made of wood</i>). Begin to understand that actions have effects that lead to changes. Use simple phrases like <i>as a result, led to, happened because</i>. <i>Example: Explain why the Great Fire of London spread quickly</i>	Identify several causes of an event and begin to suggest links between them. Understand that events and actions can have both immediate and longer-term effects. Use more specific vocabulary such as <i>impact, consequence, reason, result</i>. <i>Example: Identify several reasons why the Roman Empire invaded Britain and what happened afterwards.</i>	Describe and explain multiple causes and consequences of events. Begin to analyse how some causes are more important than others. Start to recognise short-term and long-term effects. <i>Example: Compare the reasons for the Anglo-Saxon invasion of Britain with those of the Roman invasion.</i>	Explain how and why events happened, supported with evidence. Compare causes and effects across different events or periods. Begin to group causes (e.g. <i>political, social, economic</i>) and discuss which had the biggest impact. <i>Example: Explore causes and consequences of Viking raids on Britain.</i>	Evaluate a range of causes and consequences, considering importance and impact. Make reasoned judgments about which causes were most significant. Explore how consequences shaped future events, trends, or society. <i>Example: Compare the Windrush generation's arrival with earlier cultural arrivals, examining the diverse consequences of each.</i>

Significance and interpretation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Significance: Talk about why someone was important in the past (e.g. <i>"He was brave"</i>, <i>"She helped people"</i>). Recognise that some events are remembered more than others.	Significance: Identify reasons why a person or event is considered important. Begin to understand that some people/events had a lasting effect on life today	Significance: Begin to explain what made someone or something significant in their time and beyond. Recognise that significance can depend on impact, change, or how long something lasted.	Significance: Give reasons why an event or person was significant, using evidence to support views. Understand that significance can be judged in different ways (e.g. impact on people, time period, innovation).	Significance: Compare the significance of people/events across different time periods or contexts. Use clear criteria to explain significance (e.g. scale of impact, change created, influence over time).	Significance: Evaluate the significance of events or individuals by considering their impact, legacy, and relevance today. Justify their own judgments about what was most significant in a studied period.
Skills	Interpretation: Understand that we can learn about the past through stories, pictures, or object	Interpretation: Understand that some stories about the past are based on real people, but might be told differently. Identify simple differences in sources or accounts (e.g. two pictures of the Great Fire of London). <i>Example: Why is Florence Nightingale remembered? Why are there different pictures of her?</i>	Interpretation: Understand that different sources or authors may interpret the same event differently. Question why people might remember the same event in different ways. <i>Example: Why is the Roman Empire significant today? How do different sources describe Boudica?</i>	Interpretation: Begin to consider author/viewpoint when examining sources. Identify differences in how people/events are presented and suggest reasons for this (e.g. bias, purpose). <i>Example: Why were the Anglo-Saxons significant to Britain? How does their development of written accounts help us to study them?</i>	Interpretation: Understand that historical interpretations are influenced by context, purpose, and evidence available. Analyse how and why different interpretations have been created (e.g. media, propaganda, historians). <i>Example: Why are the Vikings portrayed as raiders? Why do we have images of them in horned helmets?</i>	Interpretation: Evaluate different interpretations of the same event, considering the evidence and viewpoint behind them. Understand how history is constructed from different perspectives and sources. Begin to form their own supported interpretations using a range of evidence. <i>Example: Debate the significance of Athenian democracy. Assess how this influences the way Britain is governed today.</i>

Continuity and Change

Skills	Identify simple differences between the past and present (e.g. <i>old/new, then/now</i>). Recognise that life today is not the same as it was a long time ago. Use basic vocabulary to describe change: <i>before, after, old, new, changed, different</i>. <i>Example: Compare toys or homes from the past with those used today.</i>	Describe ways in which aspects of life have changed (e.g. schools, transport, jobs). Begin to identify what has stayed the same as well as what has changed. Use time-related terms (e.g. <i>long ago, modern, over time</i>) in discussion. <i>Example: How have hospitals changed since the time of Florence Nightingale?</i>	Describe and compare changes within a time period studied (e.g. <i>Stone Age to Iron Age</i>). Begin to identify patterns of change or stability across a period. Use appropriate vocabulary (e.g. <i>developed, stayed the same, transformed</i>). <i>Example: How did homes and tools change from the Stone Age to the Iron Age?</i>	Explain how and why aspects of life changed or stayed the same over time. Compare different periods or cultures to identify similarities and differences. Understand that change can be gradual or rapid. <i>Example: Compare Anglo-Saxon life with Roman Britain and identify what changed or remained the same.</i>	Identify and explain patterns of change across longer periods or between societies. Make links between causes of change and effects seen over time. Understand that some changes affect certain groups more than others. <i>Example: How does crime and punishment change across British history? What stayed the same?</i>	Evaluate how significant or widespread a change was. Judge whether changes were positive, negative, or both—and for whom. Analyse change and continuity across themes (e.g. <i>technology, warfare, rights, religion</i>). Use evidence to support interpretations of historical development. <i>Example: How much did life change on the home front during the WW2? What stayed the same for those who were not directly involved in the fighting?</i>
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Historical Concept Vocabulary Linked to National Curriculum 2014

Historical Concept	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronology	now, before, after, today, yesterday, tomorrow, long ago, old, new	past, present, future, long ago, timeline, then, now, before, after	century, decade, ancient, modern, chronological order, BC/BCE, AD/CE, period, era	chronology, duration, concurrent, continuity, sequence, interval, millennium, era (e.g. Tudor, Victorian), timeframe
Sources of Evidence	picture, photo, story, remember, old/new, family, memory	evidence, artefact, museum, photo, diary, eyewitness, object, source	primary source, secondary source, archaeologist, excavation, record, document, reliability	propaganda, bias, perspective, archive, historian, interpretation, inference, reliability, corroboration
Cause and Effect	because, why, happened, change, different	cause, reason, result, happened because, problem, solution, event	cause, consequence, effect, result, impact, outcome, influence, chain of events	motivation, consequence, significance, interconnection, long-term/short-term cause, catalyst, trigger, result
Significance and Interpretation	important, special, favourite, remember	important, famous, leader, hero, event, difference, why it matters	significant, influence, importance, achievement, contribution, viewpoint	interpretation, legacy, significance, impact, importance over time, reliability, perspective, judgement
Continuity and Change	same, different, old, new, now, then	change, difference, same, compare, similar, past and present	continuity, progress, development, transformation	continuity, change, revolution, reform, turning point, progress, decline, persistence, consequence