Progression of Disciplinary Skills in History: EYFS to Year 6

SKILL	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ASK AND EXPLORE HISTORICAL QUESTIONS	Ask simple questions about people and events from the past.	Begin asking simple questions about people, places and events.	Ask and answer questions about why events happened and why people are remembered.	Use historical questions to investigate the past.	Use evidence to answer historical questions.	Refine historical enquiries using evidence and prior knowledge.	Construct and investigate complex historical enquiries independently.
USE AND INTERPRET HISTORICAL SOURCES AND EVIDENCE	Explore photographs, stories and artefacts.	Use photographs, objects and stories to find out about the past.	Use different sources to identify information about people and events.	Use sources to make simple inferences about the past.	Explain how sources help us understand the past and consider their usefulness.	Evaluate the reliability and usefulness of different historical sources.	Analyse and evaluate multiple sources to reach evidence-based conclusions.
CHRONOLOGICAL UNDERSTANDING	Talk about the past using words such as before, after, old and new.	Sequence events and objects from the past and present.	Place people, events and objects on a simple timeline.	Use dates and timelines to place periods studied in order.	Make links between historical periods studied.	Explain connections between different periods and civilisations.	Analyse patterns, trends and connections across different periods and places.
IDENTIFY CHANGE AND CONTINUITY	Notice that things change over time.	Recognise simple differences between past and present.	Describe ways life has changed over time.	Explain changes within and between historical periods.	Identify what changed and what remained the same.	Explain the causes and impact of change over time.	Evaluate patterns of change and continuity across periods studied.
COMPARE SIMILARITIES AND DIFFERENCES	Talk about similarities and differences between people's lives.	Compare aspects of life in the past and present.	Compare significant people, events and ways of life.	Compare societies, people and periods using evidence.	Compare experiences of different groups in the same historical period.	Compare societies, beliefs and ways of life across different periods.	Analyse similarities and differences and explain their significance.
EXPLAIN CAUSE AND CONSEQUENCE	Talk about why things happen	Recognise that events happen for a reason.	Identify simple causes and	Explain causes and consequences of events studied.	Explore multiple causes and	Explain short and long-term consequences of	Evaluate the relative importance of

	in familiar stories.		consequences of historical events.		consequences of change.	events and decisions.	different causes and consequences.
EVALUATE SIGNIFICANCE AND INTERPRETATION	Talk about special people and events from the past.	Identify why a person, event or place is important.	Explain why some people and events are remembered today.	Begin to recognise that people interpret the past differently.	Compare different historical interpretations and explain significance.	Evaluate significance and interpretations using evidence.	Critically evaluate significance and competing interpretations.
COMMUNICATE HISTORICAL UNDERSTANDING	Talk about the past using familiar vocabulary.	Use simple historical vocabulary in discussions and writing.	Communicate historical understanding through speaking and writing.	Use historical vocabulary and evidence to explain ideas.	Present findings using historical vocabulary and evidence.	Construct reasoned historical explanations and arguments.	

Notes

- Skills are revisited and developed progressively from EYFS to Year 6.
- The progression supports enquiry-based learning and increasingly sophisticated historical thinking.
- Aligns with the curriculum's key concepts of **Chronology, Significance, Sources and Evidence, Cause and Consequence, Similarity and Difference and Historical Interpretation**.
- Supports pupils in developing both **substantive knowledge** (knowledge of people, places, events and societies) and **disciplinary knowledge** (how historians investigate, interpret and construct accounts of the past).
- Reflects the principles identified in Ofsted's History Research Review, including the importance of secure chronological knowledge, historical enquiry, the evaluation of evidence and the development of increasingly sophisticated historical arguments.
- Ensures pupils build rich, connected and cumulative historical knowledge over time whilst learning how historians use evidence, interpretations and historical concepts to make claims about the past.