St Barnabas CE Primary School and Kirmington St Helena's CE Primary School

HISTORY — SKILLS PROGRESSION MATRIX

EYFS foundation → KS1 (Stages 1–2) → Lower KS2 (Stages 3–4) → Upper KS2 (Stages 5–6)

RED = explicit connection to the statutory History National Curriculum (KS1/KS2). EYFS links to Understanding the World: Past and Present.

1 Historical skills — read horizontally to see progression

Historical skill strand	EYFS foundation	KS1 skills Stage 1	KS1 skills Stage 2	Lower KS2 skills Stage 3	Lower KS2 skills Stage 4	Upper KS2 skills Stage 5	Upper KS2 skills Stage 6
Chronology and timelines **NC link: KS1: chronological framework; KS2: chronologically secure knowledge and clear narratives**	Orders familiar events using first, then, next and after; notices changes from baby to child and old/new school or transport.	Sequences the Gunpowder Plot and Great Fire with pictures; uses before, after, past and present for homes and remembrance.	Orders photographs of toys, farming and Barnetby station; places the Wright brothers (1903) and Amy Johnson (1930) using given dates.	Sequences Stone, Bronze and Iron Ages and dates in Roman Britain; recognises that prehistoric periods were different lengths.	Places Anglo-Saxons after Roman Britain; sequences Viking raids and rulers and recognises overlap between their histories.	Places the Maya alongside Anglo-Saxon Britain around AD 900; locates Ancient Greece and selected developments accurately.	Orders changes in crime and punishment since 1066 and WWII events; locates early civilisations and identifies chronological overlaps.
Historical questions and enquiries **NC link: KS1: ask and answer questions; KS2: address and devise historically valid questions**	Asks who, what and when about family stories, familiar objects, events and people in the past.	Asks what happened and why in the Gunpowder Plot and Great Fire; uses provided sources to seek answers.	Asks how toys, flight, farming and the station changed; seeks answers from photographs, objects or memories.	Asks about prehistoric and Roman life; suggests questions that artefacts or local Roman evidence might answer.	Asks why Anglo-Saxons settled or Vikings raided and traded; investigates place names, remains and short accounts.	Frames questions about Maya achievement, decline and comparison; investigates Greek life and legacy through selected evidence.	Devises focused enquiries about wartime experiences or Egyptian life, selecting sources likely to answer each question.
Finding and selecting evidence **NC link: KS1: use stories and other sources; KS2: knowledge of the past constructed from a range of sources**	Looks closely at family photographs, school features, objects and stories to talk about the past.	Finds information in images and short accounts; uses maps, paintings and adapted Samuel Pepys diary extracts.	Uses toys, older adults' memories, photographs, film, railway maps and local equipment; selects details relevant to a question.	Observes prehistoric artefacts and remains or Roman villa finds; separates visible details from suggested meanings.	Uses artefacts, place names and short texts about Anglo-Saxons and Vikings to support a simple inference.	Selects and combines Maya or Greek archaeological and written evidence to substantiate a comparison or explanation.	Combines wartime posters, local records and accounts or Egyptian remains; selects the strongest evidence for a claim.
Evaluating source usefulness and limitations **NC link: KS1: ways of finding out about the past; KS2: how knowledge is constructed from sources**	Begins to understand that a photograph, object or family memory can tell us about something earlier.	Says what a diary extract, photograph or object helps us find out; distinguishes a historical source from a later picture.	Describes what a source shows about toys, early flight, farming or the railway and what remains unknown.	Identifies what prehistoric or Roman evidence suggests and one question it cannot answer.	Explains something a surviving object, place name or account suggests and what it cannot reveal about settlement.	Explains strengths and gaps in Maya and Greek sources, noting whose experiences survive in evidence.	Assesses usefulness and limitations of records, propaganda, personal accounts or Egyptian finds, considering producer and purpose.
Interpretations and representations **NC link: KS1: different ways the past is represented; KS2: contrasting arguments and interpretations**	Notices that stories and pictures can describe an earlier time, while photographs show a real moment.	Recognises that a modern retelling of the plot or Great Fire was created later; compares retelling with historical evidence.	Distinguishes an early flight photograph or film from a modern illustration; notices differences between accounts.	Compares two reconstructions of prehistoric life and suggests why surviving evidence or missing information may lead to differences.	Recognises that sources may show Viking raiding more clearly than trade and settlement; checks claims against selected evidence.	Explains why Greek accounts or reconstructions vary, considering their evidence and the assumptions made.	Compares Egyptian reconstructions; considers how viewpoint and purpose affect WWII posters or accounts and historical claims.
Change and continuity **NC link: KS1: changes within living memory and ways of life; KS2: connections, contrasts and trends over time**	Notices that people grow and that transport, school buildings or uniforms may look different over time.	Identifies what changed in London after 1666 and what stayed similar in domestic life across generations.	Compares old and new toys, farming tools and station photographs; identifies changes and things that remain familiar.	Describes changes and continuities in prehistoric homes, tools and farming and under Roman rule.	Explains continuities and changes in Anglo-Saxon settlement, religious beliefs and life during the Viking period.	Explains how Maya communities continued despite some city declines and how Greek achievements influence later societies.	Explains uneven change in policing and punishment since 1066 and changes in society during and after WWII.
Causes and consequences **NC link: KS1: key features of events and change; KS2: historical questions about cause and consequence**	Uses simple because language to say why a remembered event happens or an object has changed.	Explains simply why the 1605 plot failed, why the Great Fire spread and one consequence of new household appliances.	Explains how machinery changed farm work and why the railway mattered locally; describes effects of early aviation.	Identifies reasons for prehistoric developments, Roman invasion and resistance; describes consequences of conquest.	Explains reasons for Anglo-Saxon migration and Viking raiding, trading and settlement and effects on communities.	Explains possible interacting causes for some Maya cities' decline; links Greek institutions or ideas to later influence.	Explains how authority and beliefs influenced punishment; connects Nile geography to Egyptian society and WWII to post-war change.

Historical skill strand	EYFS foundation	KS1 skills Stage 1	KS1 skills Stage 2	Lower KS2 skills Stage 3	Lower KS2 skills Stage 4	Upper KS2 skills Stage 5	Upper KS2 skills Stage 6
Similarity, difference and diversity **NC link: KS1: similarities and differences between ways of life; KS2: connections and contrasts**	Compares own experience with family life, transport and school in the past; notices different lives and roles.	Compares homes across generations and acknowledges differences in people's possessions and experiences of the Great Fire.	Compares aircraft and pilots, toys and farming tasks across time; recognises not all children or workers had the same opportunities.	Compares prehistoric communities and different experiences under Roman rule, including status and wealth.	Compares Anglo-Saxon and Viking roles and settlements; notices differences between rulers, communities and religious beliefs.	Uses evidence to compare Maya and Anglo-Saxon Britain, and Athenian/Spartan lives by gender and status.	Explains differences in WWII experiences; considers whose lives are represented by Ancient Egyptian evidence.
Significance, commemoration and legacy **NC link: KS1: significant individuals, events and local history; KS2: significant developments and historical perspective**	Knows that poppies, memorials and special events help communities remember; talks about their school's past.	Explains why the Gunpowder Plot and Remembrance are commemorated and why the Great Fire is studied.	Explains why the Wright brothers and Amy Johnson are remembered and why Barnetby railway was important.	Explains the legacy of prehistoric farming or metalworking and Roman Britain; uses Winterton evidence locally.	Explains why Anglo-Saxon place names remain and how Viking settlement left traces; describes remembrance of children in WWI.	Judges selected Maya and Greek achievements for lasting influence; compares Greek legacies using reach or duration.	Explains the significance of changes in justice, WWII remembrance and Egyptian achievements with supported criteria.
Communicating supported conclusions **NC link: KS1: use relevant stories and sources to show understanding; KS2: informed, organised historical responses**	Retells a familiar past event using first, then, next and after; describes one similarity or change.	Retells main events and gives simple reasons, using historical words and a picture, account or object as evidence.	Answers an enquiry about toys, flight, farming or Barnetby using a specific example and relevant vocabulary.	Uses selected evidence and historical terms to explain prehistoric change or an aspect of Roman Britain.	Answers why settlement or conflict happened, supporting points with examples from Anglo-Saxon/Viking sources.	Organises sources into a reasoned enquiry answer; justifies Maya comparisons or judgement of Greek significance.	Constructs an evidenced response drawing on multiple periods or sources; acknowledges different experiences and uncertainties.

2 Where historical skills are practised across the two-year cycle

Phase	Cycle	Autumn – enquiry contexts	Spring – enquiry contexts	Summer – enquiry
EYFS	**A**	Family; Remembrance and Bonfire Night	Transport in the past; stories and growth	Changes in our lives
EYFS	**B**	Family; Remembrance and Bonfire Night	Old/new vehicles and transport	Stages of life; school
KS1	**A**	Gunpowder Plot; Remembrance	Great Fire of London	Homes within living r
KS1	**B**	Toys; Remembrance	Flight — Wright brothers and Amy Johnson	Farming; Barnetby ra
LKS2	**A**	Anglo-Saxons and Scots; WWI remembrance	—	Vikings and Anglo-S
LKS2	**B**	Stone Age to Iron Age; WWII remembrance	—	Roman Britain; Winte
UKS2	**A**	Maya; WWI remembrance and women's roles	—	Ancient Greece
UKS2	**B**	Crime and Punishment; Britain at War / WWII	—	Early civilisations ov