

History Progression of Skills Document

History National Curriculum KS1		
<p>Key stage 1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] - significant historical events, people and places in their own locality. 		
KS1	Year 1	Year 2
Chronological Understanding	Sequence events or objects in chronological order.	Sequence events using artefacts, photographs etc. Sequence events in chronological order in their own lifetime
Historical Knowledge	Begin to describe similarities and differences in artefacts Why people did things in the past.	Find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama develop empathy and understanding (hot seating, sp.

	Use a range of sources to find out characteristic features of the past	And listening).
Historical Interpretation	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare pictures or photographs of people or events in the past able to identify different ways to represent the past.
Historical Enquiry	Sort artefacts “then” and “now” use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects.	Use a source – why, what, who, how, where to ask questions and find answers
Organisation and Communication	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/museum, annotated photographs, ICT

History National Curriculum KS2

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical

terms. They should regularly address and sometimes devise historically valid questions about **change, cause, similarity and difference, and significance**. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- the Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Place the time studied on a timeline sequence of events or artefacts using dates related to the passing of time.	Order significant events and dates on a timeline. Describe the main changes in a period in history	Place current study on timeline in relation to other studies known and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history.	Place current study on timeline in relation to other studies use relevant dates and terms sequence up to ten events on a timeline.
Historical Knowledge	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed.	Study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people. Compare life in early and late times, compare an	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied

	Use evidence to describe buildings and their uses of people from the past	Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today	aspect of life with the same aspect in another period, study an ancient civilization in detail. (Compare Queen V to Cleopatra or another monarch/leader in ancient history).	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, know key dates, characters and events of time studied to compare and contrast ancient civilisations.
Historical Interpretation	Explore the idea that there are different accounts of history. Begin to discuss which may be more reliable sources. E.g. newspapers, diaries, stories, photographs.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	Compare accounts of events from different sources - fact or fiction offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confident use of the library etc. For research
Historical Enquiry	Use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions	Use documents, printed sources (e.g. archive materials),, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers	Begin to identify primary and secondary sources and use evidence to build up a picture of life in time studied. Select relevant sections of information, confident use of library, e-learning, research.	Recognise primary and secondary sources using a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account

		about the past		
Organisation and Communication	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Fit events into a display sorted by theme/time Use appropriate terms, matching dates to people and events record and communicate knowledge in different forms· work independently and in groups showing initiative	Select aspects of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations.