**Progression of Skills in History**

**KS1**

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| **National Curriculum Expectations** | **Skills Categories** | **Year 1** | **Year 2** |
| Develop awareness of the past.  Know that historic people and events fit into a chronological framework. | Chronological understanding | Sequence events in their life  Sequence 3 or 4 artefacts from distinctly different periods of time  Match objects to people of different ages | Sequence artefacts closer together in time - check with reference book  Sequence photographs etc. from different periods of their life Describe memories of key events in lives |
| Understand changes within living memory and events beyond living memory | Range and depth of historical knowledge | Recognise the difference between past and present in their own and others lives  They know and recount episodes from stories about the past | Recognise why people did things, why events happened and what happened as a result  Identify differences between ways of life at different times |
| Understand different ways the past is represented.  Identify similarities and differences between different time periods. | Historical interpretations | Use stories to encourage children to distinguish between fact and fiction  Compare adults talking about the past – how reliable are their memories? | Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past  Discuss reliability of photos/ accounts/stories |
| Understand how we find out about the past.  Ask and answer questions to show they understand key features of events | Historical investigations | Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) | Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. |
| Able to use common words and phrases relating to the passing of time. | Organisation and communication (of information) | Communicate their knowledge through:  Discussion….  Drawing pictures…  Drama/role play..  Making models…..  Writing..  Using ICT… | |

**KS2**

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| **National Curriculum Expectations** | **Skills Categories** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Develop chronologically secure knowledge and understanding of British, local and world history. | Chronological understanding | Place the time studied on a time line  Use dates and terms related to the study unit and passing of time  Sequence several events or artefacts | Place events from period studied on time line  Use terms related to the period and begin to date events  Understand more complex terms eg BC/AD | Know and sequence key events of time studied Use relevant terms and period labels  Make comparisons between different times in the past | Place current study on time line in relation to other studies  Use relevant dates and terms  Sequence up to 10 events on a time line |
| Note historic connections, contrasts and trends over time.  Pupils start to understand long view of historic developments as well as complexity of individual aspects of content. | Range and depth of historical knowledge | Find out about everyday lives of people in time studied  Compare with our life today  Identify reasons for and results of people's actions  Understand why people may have wanted to do something | Use evidence to reconstruct life in time studied  Identify key features and events of time studied  Look for links and effects in time studied  Offer a reasonable explanation for some events | Study different aspects 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' studied Compare an aspect of lie with the same aspect in another period | 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 time studied  Write another 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 |
| Construct responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources. | Historical interpretations | Identify and give reasons for different ways in which the past is represented  Distinguish between different sources – compare different versions of the same story  Look at representations of the period – museum, cartoons etc | Look at the evidence available  Begin to evaluate the usefulness of different sources  Use text books and historical knowledge | 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  Confidently use the library and internet for research |
| Devise and interpret historically valid questions about change, cause, similarity and difference, and significance. | Historical investigations | 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 and internet for research | Use evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Ask a variety of questions  Use the library and internet for research | Begin to identify primary and secondary sources  Use evidence to build up a picture of a past event  Select relevant sections of information  Use the library and internet for research with increasing confidence | Recognise primary and secondary sources  Use a range of sources to find out about an aspect of time past  Suggest omissions and the means of finding out  Bring knowledge gathered from several sources together in a fluent account |
| Develop appropriate use of historic terms. | Organisation and communication (of information) | Communicate their knowledge through:  Discussion….  Drawing pictures…  Drama/role play..  Making models…..  Writing..  Using ICT… | Recall, select and organise historical information  Communicate their knowledge and understanding. | | Select and organise information to produce structured work, making appropriate use of dates and terms. |