**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 lifeSequence 3 or 4 artefacts from distinctly different periods of timeMatch objects to people of different ages | Sequence artefacts closer together in time - check with reference bookSequence 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 livesThey know and recount episodes from stories about the past | Recognise why people did things, why events happened and what happened as a resultIdentify 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 fictionCompare 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 pastDiscuss 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 lineUse dates and terms related to the study unit and passing of timeSequence several events or artefacts | Place events from period studied on time lineUse terms related to the period and begin to date eventsUnderstand more complex terms eg BC/AD | Know and sequence key events of time studied Use relevant terms and period labelsMake comparisons between different times in the past | Place current study on time line in relation to other studiesUse relevant dates and termsSequence 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 studiedCompare with our life todayIdentify reasons for and results of people's actions Understand why people may have wanted to do something | Use evidence to reconstruct life in time studiedIdentify key features and events of time studiedLook for links and effects in time studiedOffer a reasonable explanation for some events | Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare 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 feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow 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 representedDistinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc | Look at the evidence availableBegin to evaluate the usefulness of different sourcesUse text books and historical knowledge | Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of events | Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfidently 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 periodObserve small details – artefacts, pictures Select and record information relevant to the studyBegin to use the library and internet for research | Use evidence to build up a picture of a past eventChoose relevant material to present a picture of one aspect of life in time pastAsk a variety of questionsUse the library and internet for research | Begin to identify primary and secondary sourcesUse evidence to build up a picture of a past eventSelect relevant sections of informationUse the library and internet for research with increasing confidence | Recognise primary and secondary sourcesUse a range of sources to find out about an aspect of time pastSuggest omissions and the means of finding outBring 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 informationCommunicate their knowledge and understanding. | Select and organise information to produce structured work, making appropriate use of dates and terms. |