



History : Progression of knowledge and skills

History : Key Stage 1					
Chronology <i>Pupils should develop an awareness of the past, using common words and phrases relating to the passage of time.</i>		Historical Study and Interpretation <i>They should use a wide vocabulary of everyday historical terms.</i> <i>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.</i> <i>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>		Historical knowledge and awareness <i>They should know where the people and events they study fit within a chronological framework</i> <i>They should identify similarities and differences between ways of life in different periods.</i> <i>They should use a wide vocabulary of everyday historical terms.</i>	
Year 1	<ul style="list-style-type: none"> • Use simple words and phrases to describe the past such as now/ then, old/new • Arrange artefacts in order of their age • Use a simple timeline to order recent events • Label a timeline with words and phrases eg older newer 	<ul style="list-style-type: none"> • Use written, oral and visual sources as well as artefacts to find out about the past • Ask and answer questions about what they have heard or seen. • Communicate their ideas through a range of mediums including spoken and written word 	<ul style="list-style-type: none"> • Identify relevant features of particular historical themes, events and people from family, local, national and global history • Identify a few similarities, differences and changes between past and present • Identify at least one cause for, and effect of, several events covered • Consider why an event or a person might be significant 		

Year 2	<ul style="list-style-type: none"> • Use more complex phrases eg in the past, centuries ago, nowadays, previously • Independently sequence artefacts or events on a timeline • Annotate timelines to include some historical language 	<ul style="list-style-type: none"> • Plan questions and find answers to an historical enquiry • Use a range of sources including written, visual and oral sources and artefacts to answer historical questions • Communicate historical knowledge through a range of mediums including spoken and written word 	<ul style="list-style-type: none"> • Describe features of particular historical themes, events and people from family, local, national and global history eg retell a story • Identify a range of similarities and differences and changes over a period of time • Identify a few relevant causes and effects for some of the main events covered • Identify a range of significant aspects of a theme, society, period or person
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History : Key Stage 2

Chronology

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

Historical Study and Interpretation

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.

Historical knowledge and awareness

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.

<p>Year 3</p>	<ul style="list-style-type: none"> • Sequence some events objects, themes, periods and people from the topics covered • Sort events or objects into groups • Use dates and terms accurately when describing events • Use some dates on a time line • Use mathematical knowledge to work out how long ago an event happened 	<ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Understand how sources can be used to answer a range of historical questions • Select what is most important in an historical account • Understand that events from the past are represented and interpreted in different ways and these may contradict each other. • Give reasons why two accounts of the same event might differ • Ask and answer valid questions for enquiries and answer using a range of sources 	<ul style="list-style-type: none"> • Identify details from several themes, societies, events and significant people covered in local national and global history • Describe some similarities, differences and changes which occurred in the topic covered • Describe relevant causes for, and effects on, some of the key events and developments covered • Begin to understand why people acted as they did and give reasons
<p>Year 4</p>	<ul style="list-style-type: none"> • Use a full range of dates and historical terms • Sequence a number of the most significant events, objects themes, periods and people from topics covered • Use a timeline to place events, periods and cultural movements • Use mathematical skills to round up time differences into centuries and decades 	<ul style="list-style-type: none"> • Use a range of documents and printed sources • Comment on a range of possible reasons for differences in a number of accounts • Distinguish between reliable and unreliable sources and identify the most useful for a task • Devise a range of questions and answer them with substantiated responses 	<ul style="list-style-type: none"> • Identify details from local, national and global history to demonstrate overall awareness of themes, societies, events and people • Make valid statements about the main similarities, differences and changes which occurred in the topic covered (eg different lived experiences of rich and poor) • Comment on the importance of causes and effects for some of the key events and developments within topics

Chronology <i>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</i>	Historical Study and Interpretation <i>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.</i>	Historical knowledge and awareness <i>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.</i>	
Year 5	<ul style="list-style-type: none"> • With support, sequence many of the significant events, societies and people within the topics covered. • Use appropriate dates, period labels and terms. 	<ul style="list-style-type: none"> • Identify significant issues in the topics covered • Identify different interpretations for events, developments and people • Give a balanced view of interpretation of the past • Draw conclusions using a range of evidence • Accept or reject sources based on valid criteria when carrying out an historical enquiry 	<ul style="list-style-type: none"> • Understand some features associated with themes , individuals, society and events covered • Explain why some changes and developments were important • Describe some of the significant issues in the time frame being studied • Place several valid causes and effects in order of importance relating to events and developments
Year 6	<ul style="list-style-type: none"> • Sequence independently many of the significant events, societies and people within the topics covered across the Key Stage • Use dates, period labels and terms confidently 	<ul style="list-style-type: none"> • Explain why particular aspects of a historical event, development society or person of are particular significance • Explain how or why it is possible to have a different interpretation of the same event or person • Reach a valid and substantiated conclusion to an independently planned and investigated enquiry • Comment with confidence on a range of different types of sources for enquiries 	<ul style="list-style-type: none"> • Understand and be able to give an overview of the most significant features of different themes , individuals, society and events covered • Compare similarities, differences and changes within and across some topics • Explain reasons why particular aspects of a historical event, development society or person were of particular significance • Explain the role and significance of different causes and effects of a range of vets and development s.

