History Skills Progression

History Aims for Key Stage One and Two -

The National Curriculum for History aims to ensure that all pupils:

* Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
* Known and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
* Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
* Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
* Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
* Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

Key Stage One (Taken from the National Curriculum):

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| * 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. | |

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| **KS1** | | |
|  | **Year 1** | **Year 2** |
|  | **Skills** | **Skills** |
| Chronological Understanding | * Sequence events in their life. * Sequence some events or three to four artefacts from distinctly different periods of time. * Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. * Uses words and phrases: old, new, young, days and months. * Remember parts of stories and memories about the past. * Match objects to people of different ages. * Place events on a simple timeline. | * Sequence artefacts closer together in time. Check accuracy using books/ICT. * Sequence photographs from different periods of their life. * Describe memories of key events in lives. * Recount changes in own life over time. * Uses words and phrases such as: recently, before, after, now and later. * Place events on a simple timeline, adding times previously studied. * Uses past and present when telling others about events. * Puts three people, events or objects in order using a given scale. |
| Range and Depth of Historical Knowledge | * Recognise the difference between past and present in their own life and the lives of others. * Know and recount episodes from stories about the past, knowing and understanding key events/ * Talk about simple similarities and differences between life at different times. | * Recognise why people did things, why events happened and what happened as a result. * Know and recount episodes from stories about the past, knowing and understanding key events. * Identify differences between ways of life at different times. |
| Interpretations of History | * Use stories to encourage pupils to distinguish between fact and fiction and to help them remember key historical facts. * Compare adults talking about their past – How reliable are their memories? * Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays, photos and artefacts. | * Compare two versions of a past event. * Compare pictures or photographs of people or events in the past. * Identify ways that the past is represented and discuss reliability of evidence, e.g., photos, paintings, accounts and stories. * Use stories to encourage pupils to distinguish between fact and fiction and to help them remember key historical facts. |
| Historical Enquiry | * Find answers to simple questions about the past from sources of information, e.g. artefacts. * Ask and answer simple historical questions about events, e.g. When? What happened? What was it like? Why? Who was involved? * Understand some ways we find out about the past, e.g. using artefacts, pictures, stories and websites. | * Handle sources and evidence to ask and answer questions about the past on the basis of simple observations. * Ask and answer appropriate historical questions such as: ‘what was it like for a ….?’ ‘what happened in the past?’ and ‘how long ago did...happen?’, using their growing historical knowledge. * Communicate understanding of the past in a variety of ways. |
| Organisation and Communication | * Communicate their knowledge through discussion, drawing, drama and role-play, making models, writing and using ICT. * Use simple terms to talk about the passing of time. | * Communicate their knowledge through discussion, drama and role-play, making models, writing and using ICT. * Use simple terms to talk about the passing of time. * Describes objects, people and events. * Writes simple stories and recounts about the past. * Draws labelled diagrams and writes about them to tell others about people, events and objects from the past. |

Key Stage Two (Taken from the National Curriculum):

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| Changes in Britain from the Stone Age to the Iron Age | Examples (Non-Statutory)   * Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. * Bronze Age religion, technology and travel, for example, Stonehenge. * Iron Age hill forts: tribal kingdoms, farming, art and culture. |
| The Roman Empire and its impact on Britain | Examples (Non-Statutory)   * Julius Caesar’s attempted invasion in 55-54 BC. * The Roman Empire by AD42 and the power of its army. * Successful invasion by Claudius and conquest, including Hadrian’s Wall. * British resistance, for example, Boudica. * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. |
| Britain’s settlement by Anglo-Saxons and Scots | Examples (Non-Statutory)   * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. * Scots invasions from Ireland to north Britain (now Scotland). * Anglo-Saxon invasions, settlements and kingdoms; place names and village life. * Anglo-Saxon art and culture. * Christian conversion – Canterbury, Iona and Lindisfarne. |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Examples (Non-Statutory)   * Viking raids and invasion. * Resistance by Alfred the Great and Athelstan, first king of England. * Further Viking invasions and Danegeld. * Anglo-Saxon laws and justice. * Edward the Confessor and his death in 1066. |
| A local history study | Examples (Non-Statutory)   * A depth study linked to one of the British areas of study listed above. * A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). * A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | Examples (Non-Statutory)   * The changing power of monarchs using case studiers such as John, Anne and Victoria. * Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th century. * The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. * A significant turning point in British history, for example, the first railways or the Battle of Britain. |
|  | * The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. |
|  | * Ancient Greece – A study of Greek life and achievements and their influence on the western world. |
|  | * A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |

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| **Lower KS2** | | |
|  | **Year 3** | **Year 4** |
|  | **Skills** | **Skills** |
| Chronological Understanding | * Sequence several events or artefacts. * Place the time studied on a timeline, compare where this fits into topics previously studied. * Understands timeline can be divided into BC and AD. * Use dates and terms related to the study unit and passing of time. * Begin to develop a chronologically secure knowledge and understanding of Briths, local and World history, establishing clear narratives within and across the periods studied. * Uses words and phrases such as: century and decade. | * Place the time studied on a timeline, compare where this fits into topics previous studied. * Use terms related to the period and begin to date events. * Understand more complex historical terms, e.g. BC, AD and Century. * Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. * Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. |
| 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. * Uses evidence to find out how ‘Houses and Settlements’, ‘Culture and Leisure activities’, ‘Clothes, way of life and actions of people’, ‘People’s beliefs and attitudes’, ‘Things of importance to people’ and ‘Differences between lives of rich and poor’ may have changed during a time period. * Describes similarities and differences between people, events and objects. | * Use evidence to reconstruct life in the time studied. * Identify key features and events of time studied. * Look for links and effects in the time studied. * Offer a reasonable explanation for some events. * Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. * Describe how some of the past events/people affect life today. |
| Interpretations of History | * Identify and give reasons for the different ways in which the past is represented. * Distinguish between different sources – compare different versions of the same story. * Note connections in historical periods studied. * Note connections and cause and effect in historical periods studied. * Look at representations of the period, e.g. Museum and cartoons etc. | * Look at and evaluate the evidence available. * Being to evaluate the usefulness of different sources. * Note connections in historical periods studied. * Use text books and own growing historical knowledge to gain a better perspective. * Be aware that different versions of the past may exist and begin to suggest reasons for this. |
| Historical Enquiry | * Use a range of printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to find out about a period. * Observe small details – artefacts and pictures. * Select and record information relevant to the study. * Use the library and the internet for own personal research. * Ask and answer simple questions about the past, considering aspects of change, cause, similarity and difference and significance. * Suggest where we might find answers to questions considering a range of sources. * Asks questions such as ‘how did people….?’ And ‘what did people do for…?’ | * Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. * 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 and answer a variety of questions. * Use the library and the internet for own personal research. * Answer and begin to devise own historically valid questions. * Understand that knowledge about the past is constructed from a variety of sources. * Construct and organise responses by selecting relevant historical data. * Understands the difference between primary and secondary sources of evidence. * Ask questions such as ‘what was it like for a ……. during…..?’ |
| Organisation and Communication | * Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. * Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information. * Use historically accurate terms to talk about the passing of time. * Uses dates and terms with increasing accuracy. | * Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. * Construct own responses beginning to select and organise relevant historical information. * Use historically accurate terms to talk about the passing of time, e.g. BC/AD/Century/monarch/settlement/invader. |

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| **Upper KS2** | | |
|  | **Year 5** | **Year 6** |
|  | **Skills** | **Skills** |
| Chronological Understanding | * Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. * Gain greater historical perspective by placing their growing knowledge into different contexts. * Use and relevant terms and period labels – Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance. * Make comparisons between different times in the past. * Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied. | * Place the time studied on a timeline, compare where this fits into topics previously studied to provide a greater historical perspective. * Use relevant dates and terms – Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity and difference and significance. * Sequence previously studied topic on a timeline to gain greater historical perspective. * Sequence up to ten events on a timeline. * Use timelines to demonstrate changes and developments in culture, technology, religion and society. * Develop a chronologically secure knowledge and understanding of British, local and World history, establishing clear narratives within and across the periods studied. |
| Range and Depth of Historical Knowledge | * Study different aspects of different people – differences between men and women. * Examine causes and results of great events, situations and changes and the impact it had on people. * Compare life in ‘early’ and ‘late’ times studies. * Compare an aspect of life with the same aspect in another period. * Identifies changes and links within and across the time periods studies. * Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. | * Find out 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. |
| Interpretations of History | * Compare different accounts of events from different sources – fact or fiction. * Offer some reasons for different versions of events. * Understand that the past is represented in different ways and give reasons for this. | * 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. |
| Historical Enquiry | * 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. * Answer and devise own historically valid questions about change, cause, similarity and difference and significance. * Analyse a range of source material to promote evidence about the past. | * Recognise primary and secondary sources. * Select sources independently and evaluate the usefulness and accurateness of them. * 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. * Answer and devise own historically valid questions about change, cause, similarity and difference and significance. * Construct and organise responses by selecting and organising relevant historical data. |
| Organisation and Communication | * Recall, select and organise historical information. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT. * Use historically accurate terms to talk about the passing of time, e.g. BC/AD/Century/monarch/settlement/invader. | * Recall, select and organise information. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT. * Select and organise information to produce structured work, making appropriate use of dates and terms. * Use historically accurate terms to talk about the passing of time, e.g. BC/AD/century/monarch/settlement/invader. |