



### Skills progression in History

	Work likely in ... Early Years to KS1	Work likely at KS1 to KS2	Work likely at KS2 to KS3
<b>1. Chronological knowledge / understanding</b> (including characteristic features of periods)	<ul style="list-style-type: none"> <li>-Use everyday language related to time</li> <li>-Order and sequence familiar events</li> <li>-Describe main story settings, events and principal characters.</li> <li>-Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop an awareness of the past</li> <li>-Use common words and phrases relating to the passing of time</li> <li>-Know where all people/events studied fit into a chronological framework</li> <li>-Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to develop chronologically secure knowledge of history</li> <li>-Establish clear narratives within and across periods studied</li> <li>-Note connections, contrasts and trends over time</li> </ul>
<b>2. Historical terms</b> eg empire, peasant	<ul style="list-style-type: none"> <li>-Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>-Develop the appropriate use of historical terms</li> </ul>
<b>3. Historical enquiry - Using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>-Be curious about people and show interest in stories</li> <li>-Answer 'how' and 'why' questions ... in response to stories or events.</li> <li>-Explain own knowledge and understanding, and asks appropriate questions.</li> <li>-Know that information can be retrieved from books and computers</li> <li>-Record, using marks they can interpret and explain</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer questions *</li> <li>-Understand some ways we find out about the past</li> <li>-Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)</li> </ul>	<ul style="list-style-type: none"> <li>-Regularly address and sometimes devise historically valid questions *</li> <li>-Understand how knowledge of the past is constructed from a range of sources</li> <li>-Construct informed responses by ...</li> <li>-Selecting and organising relevant historical information</li> </ul>
<b>4. Interpretations of history</b>	<ul style="list-style-type: none"> <li>-Identify different ways in which the past is represented</li> </ul>		<ul style="list-style-type: none"> <li>-Understand that different versions of the past may exist, giving some reasons for this</li> </ul>

**\*5-Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts**

<p><b>5a.</b> <b>Continuity and change</b> in and between periods</p>	<p>-Look closely at similarities, differences, patterns and change -Develop understanding of growth, decay and changes over time</p>	<p>-Identify similarities / differences between ways of life at different times</p>	<p>-Describe / make links between main events, situations and changes within and across different periods/societies</p>
<p><b>5b.</b> <b>Cause and consequence</b></p>	<p>-Question why things happen and give explanations</p>	<p>-Recognise why people did things, why events happened and what happened as a result</p>	<p>-Identify and give reasons for, results of, historical events, situations, changes</p>
<p><b>5c.</b> <b>Similarity or Difference</b> within a period/situation (diversity)</p>	<p>-Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>-Make simple observations about different types of people, events, beliefs within a society</p>	<p>-Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p>
<p><b>5d.</b> <b>Significance</b> of events / people</p>	<p>-Recognise and describe special times or events for family or friends</p>	<p>-Talk about who was important eg in a simple historical account</p>	<p>-Identify historically significant people and events in situations</p>

