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| **History- Progression of knowledge and skills: Key Stage 1** | | | |
| * When it comes to developing specific historical skills, it is essential to place them in a chronological framework, identifying what pupils should acquire in Year 1 and Year 2, so that new knowledge and skills build on what has been taught before. | | | |
| * The skills framework in Key Stage 1 can be outlined in three areas, as below | | | |
|  | **Chronological understanding** | **Historical enquiry** | **Historical interpretations** |
| **Year 1** | Identify similarities and differences between periods  Remember parts of stories and memories about the past  Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after | Respond to simple questions about the past  Observe and handle evidence to ask simple questions about the past | Begin to identify and recount historic details from the past from sources, e.g. pictures/stories |
| **Year 2** | Order dates from earliest to latest on simple timelines  Sequence pictures from different periods  Describe memories and changes that have happened in their own lives  Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time | Look carefully at pictures and objects to find information  Find answers and responds to simple questions about the past  Choose and select evidence and say how it can be used to find out about the past | Recount historic details from eye-witness accounts, photos and artefacts |

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| **History- Progression of knowledge and skills: Key Stage 2** | | | |
| * When it comes to developing specific historical skills, it is essential to place them in a chronological framework, identifying what pupils should acquire between Years 3 and Year 6. | | | |
| * The history skills pupils need to acquire in Key Stage 2 can be set out in the same three groups as outlined in Key Stage 1: | | | |
|  | **Chronological understanding** | **Historical enquiry** | **Historical interpretations** |
| **Year 3** | Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time  Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) | Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past | Start to compare two versions of a past event  Start to use stories or accounts to distinguish between fact and fiction |
| **Year 4** | Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart  Knows how to use the timeline in relation to the unit being studied  Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  Use words and phrases: century, decade | Know the difference between primary and secondary sources of evidence  Use a range of sources to collect information about the past  Construct informed responses about one aspect of life | Look at more than two versions of the same event or story in history and identify differences  Investigate different accounts of historical events and explain some of the reasons why the accounts may be different  Observe and use pictures, photographs and artefacts to find out about the past  Explain that there are different types of evidence and sources that can be used to help represent the past |

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|  | **Chronological knowledge** | **Historical enquiry** | **Interpretation of history** |
| **Year 5** | Order an increasing number of significant events, movements and dates on a timeline using dates accurately  Accurately use dates and terms to describe historical events  Know and describe in some detail the main changes to an aspect in a period of history being studied  Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt  Describe main changes in a period in history using words such as: social, religious, political, technological and cultural  The date of any significant event studied from the past and place it correctly on a timeline | Recognise when they are using primary and secondary sources of information to investigate the past  Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites  Investigate own lines of enquiry by posing historically valid questions to answer  Recognise when they are using primary and secondary sources of information to investigate the past  Use a wide range of different evidence to collect evidence  about the past  Select relevant sections of information to address historically valid questions and construct detailed, informed responses | Find and analyses a wide range of evidence about the past  Consider different ways of checking the accuracy of interpretations of the past  Realise that there is often not a single answer to historical questions  Find and analyse a wide range of evidence about the past  Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past |
| **Year 6** | Order an increasing number of significant events, movements and dates on a timeline using dates accurately  Use timelines to place events, periods and cultural movements from around the world  Describe main changes in a period in history using words such as: social, religious, political, technological and cultural  Use timelines to demonstrate changes and developments in culture, technology, religion and society  Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians and today  Describe main changes in a period in history using words such as: social, religious, political, technological and cultural | Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past  Start to know the difference between primary and secondary evidence and the impact of this on reliability  Show an awareness of the concept of propaganda  Know that people in the past represent events or ideas in a way that may be used to persuade others  Begin to evaluate the usefulness of different sources  Form own opinions about historical events from a range of sources |