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|  **Skills Progression in History at Foundation Stage** |

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| Shaded = skills | **Expectations for Nursery** | **Expectations for Reception** | **ELG** |
| **History links** | Able to say who they are and who they live with | Can talk about their immediate family | Can briefly talk about their wider family | Can talk about memories that are special to themCompare past and present | Can talk about memories that involve their immediate family | Can talk about similarities and differences between people in their family | **Talk about the lives of the people around them and their roles in society** **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class** **Understand the past through settings, characters and events encountered in books read in class and story telling** |

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| **Skills Progression in History at Key Stage One** |
|  | **Questioning** | **Enquiry, Interpretation and Using Sources**  | **Chronology**  | **Range and Depth of Historical Knowledge****(Change and Continuity, cause and Consequence)** | **Organisation and Communication** |
| **KS1** | Ask and answer simple questions about what they have heard Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.  | Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. Identify some of the basic ways the past can be represented.To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories). Compare 2 versions of a past eventCompare pictures or photographs of people or events in the pastDiscuss reliability of photos/ accounts/stories | Sequence events in their lifeSequence events from different historical erasSequence 3 or 4 artefacts or photographs from distinctly different periods of timeMatch objects to people and events of different agesDescribe memories of key events in lives | To tell the difference between past and present in their own and other people’s lives by using and making simple comparisons to parts of stories, and features of events. Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events. | Understand and use simple historical concepts such as now/then and same/different.To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).Understand historical concepts and use them to make simple connections and draw contrasts.Use a wide vocabulary of everyday historical terms for topics, talk and chronology |
|  **Skills Progression in History at Lower Key Stage Two** |
|  | **Questioning** | **Enquiry, Interpretation and Using Sources**  | **Chronology**  | **Range and Depth of Historical Knowledge****(Change and Continuity, cause and Consequence)** | **Organisation and Communication** |
| **LKS2** | Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. | Identify and give reasons for different ways in which the past is represented.Distinguish between different sources – compare different versions of the same storyBegin to evaluate the usefulness of different sourcesUse a range of sources to find out about a period and select and record information relevant to the study  | Place the period studied on a timeline alongside other eras studiedUse dates and terms related to the study unit and passing of timeSequence several events or artefacts Understand more complex terms eg BC/AD, BCE/CE. | Find out about the everyday lives of people in different historical eras. Compare with our life today and other historical erasIdentify reasons for and results of people's actionsUnderstand why people may have wanted to do somethingIdentify key features and events of time studiedLook for links and effects in time StudiedOffer a reasonable explanation for some events | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.Use specialist terms like settlement, invasion and vocabulary linked to chronology. |
| **Skills Progression in History at Upper Key Stage Two**  |
|  | **Questioning** | **Enquiry, Interpretation and Using Sources**  | **Chronology**  | **Range and Depth of Historical Knowledge****(Change and Continuity, cause and Consequence)** | **Organisation and Communication** |
| **UKS2** | Ask and answer historically valid questions (e.g. about significance, or the basis of people’s opinions)Regularly ask and answer perceptive questions in historically valid ways | Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of eventsLink 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 | Know and sequence key events of time studiedUse relevant terms and period labels and numerical scalesMake comparisons between different times in the pastPlace current study on timeline in relation to other studiesUse relevant dates and termsKnow key dates, characters and events of time studied | Study different aspects of different people Examine causes and results of great events and the impact on peopleCompare an aspect of life with the same aspect in another periodFind out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studiedWrite an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation | Produce structured work that makes connections, draws contrasts, analyses trendsProduce outcomes which explains and answers historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.Produce detailed structured work to select and deploy informationMake appropriate use of historical terminology and contrasting evidence. |