



# KS1 History – Guide to Progression of Key Skills

	Year 1	Year 2
Chronological Understanding	<ul style="list-style-type: none"> <li>Put 3 or more objects in chronological order</li> <li>Use words and phrases explaining passage of time (new, old, long ago, before, after)</li> <li>Explain about things that happened when they were younger and how they have changed since they were born</li> <li>Recognise that stories they hear may have happened long ago and explain why they think they are set in the past</li> <li>Know that some objects belong to the past</li> </ul>	<ul style="list-style-type: none"> <li>Sequence a set of events in chronological order and give reasons</li> <li>Use appropriate chronological terms such as past, present, then, now</li> <li>Sequence events in their own life and use phrases like 'before I was born' or 'when I was younger'</li> <li>Try to work out how long ago an event happened</li> <li>Put a set of objects in chronological order and give reasons</li> </ul>
Knowledge and Interpretation	<ul style="list-style-type: none"> <li>Appreciate that some famous people have made our lives better today</li> <li>Recognise that we remember or celebrate events because of what happened long ago (eg, bonfire night)</li> <li>Know Britain is ruled by a queen and that Britain has had a King or Queen for many years</li> <li>Identify objects from the past and describe main differences between some old and new objects</li> <li>Describe differences between their lives and the lives of children from the past</li> </ul>	<ul style="list-style-type: none"> <li>Recount the life of someone famous from the past</li> <li>Recount some interesting facts from a historical event (eg, fire of London)</li> <li>Begin to understand the role of parliament and democracy in Britain's history Explore how their local area was different in the past</li> <li>Explain differences between their lives and the lives of people from a specific period of history</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Identify old and new things in pictures</li> <li>Answer questions about artefacts or old photographs</li> <li>Suggest explanations for what an object was used for in the past</li> <li>Can find out about a famous person from the past</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the past by asking an older person</li> <li>Answer questions about the past using a historical source (eg, book, photograph)</li> <li>Suggest several ways to find out about the past</li> <li>Use research methods to find information about a historical event</li> <li>Use research methods to explore the life of a famous historical figure or someone who lived in the local area</li> </ul>



## KS2 History – Guide to Progression of Key Skills

	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	Place the time studied on a time line	Place events from period studied on time line	Know and sequence key events of time studied	Place current study on time line in relation to other studies
	Use dates and terms related to the study unit and passing of time	Use terms related to the period and begin to date events	Use relevant terms and period labels	Use relevant dates and terms
	Sequence several events or artefacts	Understand more complex terms eg BC/AD	Make comparisons between different times in the past	Sequence up to 10 events on a time line
<b>Knowledge</b>	Find out about everyday lives of people in time studied	Use evidence to reconstruct life in time studied	Study different aspects of different people - differences between men and women	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
	Compare with our life today	Identify key features and events of time studied	Examine causes and results of great events and the impact on people	Compare beliefs and behaviour with another time studied
	Identify reasons for and results of people's actions	Look for links and effects in time studied	Compare life in early and late 'times' studied	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
	Understand why people may have wanted to do something	Offer a reasonable explanation for some events	Compare an aspect of life with the same aspect in another period	Know key dates, characters and events of time studied
<b>Interpretation</b>	Identify and give reasons for different ways in which the past is represented	Look at the evidence available	Compare accounts of events from different sources – fact or fiction	Link sources and work out how conclusions were arrived at
	Distinguish between different sources – compare different versions of the same story	Begin to evaluate the usefulness of different sources	Offer some reasons for different versions of events	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
	Look at representations of the period – museum, cartoons etc	Use text books and historical knowledge		Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
<b>Historical Enquiry</b>	Use a range of sources to find out about a period	Use evidence to build up a picture of a past event	Begin to identify primary and secondary sources	Recognise primary and secondary sources
	Observe small details – artefacts, pictures	Choose relevant material to present a picture of one aspect of life in time past	Use evidence to build up a picture of a past event	Use a range of sources to find out about an aspect of time past
	Select and record information relevant to the study	Ask a variety of questions	Select relevant sections of information	Suggest omissions and the means of finding out
	Begin to use the library and internet for research	Use the library and internet for research	Use the library and internet for research with increasing confidence	Bring knowledge gathered from several sources together in a fluent account