

Progression of Skills in History

	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
To understand chronology	<p>Place events and artefacts in order on a time line. <i>The Sixties, Guy Fawkes</i></p> <p>Label time lines with words or phrases such as: past, present, older and newer. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p> <p>Recount changes that have occurred in their own lives. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p> <p>Use dates where appropriate. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p>	<p>Label timelines with words or phrases such as: past, present, older and newer <i>London's Burning, Telephones and Technology, Significant People</i></p> <p>Use dates where appropriate. <i>London's Burning, Telephones and Technology, Significant People</i></p>	<p>Place events, artefacts and historical figures on a time line using dates. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p> <p>Use dates and terms to describe events. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p>	<p>Place events, artefacts and historical figures on a time line using dates. <i>The Romans, The Stone Age</i></p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line. <i>The Romans, The Stone Age</i></p> <p>Use dates and terms to describe events. <i>The Romans, The Stone Age</i></p>	<p>Identify periods of rapid change in history and contrast them with times of relatively little change <i>The Victorians</i></p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <i>Ancient Greece, The Victorians</i></p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) <i>WW2</i></p> <p>Use dates and terms accurately in describing events. <i>WW2, Mayans</i></p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <i>Mayans</i></p>
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p> <p>Ask questions such as: What was it like for people? What happened? How long ago? <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past. <i>London's Burning, Telephones and Technology, Significant People</i></p> <p>Ask questions such as: What was it like for people? What happened? How long ago? <i>London's Burning, Telephones and</i></p>	<p>Use evidence to ask questions and find answers to questions about the past. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p> <p>Suggest suitable sources of evidence for historical enquiries. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p>	<p>Use evidence to ask questions and find answers to questions about the past. <i>The Romans, The Stone Age</i></p> <p>Suggest suitable sources of evidence for historical enquiries. <i>The Romans, The Stone Age</i></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more</p>	<p>Use sources of evidence to deduce information about the past. <i>Ancient Greece, The Victorians</i></p> <p>Select suitable sources of evidence, giving reasons for choices. <i>Ancient Greece, The Victorians</i></p> <p>Use sources of information to form testable hypotheses</p>	<p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <i>WW2</i></p> <p>Use sources of information to form testable hypotheses about the past. <i>WW2</i></p> <p>Seek out and analyse a wide range of evidence in order to justify claims</p>

	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p> <p>Identify some of the different ways the past has been represented. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p>	<p><i>Technology, Significant People</i></p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past. <i>London's Burning, Telephones and Technology, Significant People</i></p> <p>Identify some of the different ways the past has been represented. <i>London's Burning, Telephones and Technology, Significant People</i></p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <i>The Vikings and Anglo-Saxons</i></p> <p>Suggest causes and consequences of some of the main events and changes in history, <i>Ancient Egyptians,</i></p>	<p>accurate understanding of history. <i>The Romans, The Stone Age</i></p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <i>The Romans,</i></p> <p>Suggest causes and consequences of some of the main events and changes in history, <i>The Romans, The Stone Age</i></p>	<p>about the past <i>The Victorians</i></p> <p>Understand that no single source of evidence gives the full answer to questions about the past. <i>Ancient Greece, The Victorians</i></p>	<p>about the past. <i>WW2, Mayans</i></p> <p>Understand that no single source of evidence gives the full answer to questions about the past. <i>WW2, Mayans</i></p> <p>Refine lines of enquiry as appropriate. <i>WW2</i></p>
To build an overview of the world history	<p>Describe historical events. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p> <p>Describe significant people from the past. <i>Nurturing Nurses, Guy Fawkes</i></p> <p>Recognise that there are reasons why people in the past acted as they did, <i>Nurturing Nurses, Guy Fawkes</i></p>	<p>Describe historical events <i>London's Burning, Telephones and Technology, Significant People</i></p> <p>Describe significant people from the past. <i>London's Burning, Telephones and Technology, Significant People</i></p> <p>Recognise that there are reasons why people in the past acted as they did, <i>London's Burning, Significant People</i></p>	<p>Give a broad overview of life in Britain from ancient until medieval times. <i>The Vikings and Anglo-Saxons</i></p> <p>Compare some of the times studied with those of other areas of interest around the world. <i>Ancient Egyptians,</i></p> <p>Describe the social, ethnic, cultural or religious diversity of past society. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p>	<p>Describe changes that have happened in the locality of the school throughout history. <i>The Romans</i></p> <p>Give a broad overview of life in Britain from ancient until medieval times. <i>The Romans, The Stone Age</i></p> <p>Describe the social, ethnic, cultural or religious diversity of past society. <i>The Romans, The Stone Age</i></p> <p>Describe the characteristic features of the past, including</p>	<p>Compare some of the times studied with those of the other areas of interest around the world. <i>Ancient Greece</i></p> <p>Describe the social, ethnic, cultural or religious diversity of past society. <i>Ancient Greece The Victorians</i></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <i>Ancient Greece The Victorians</i></p>	<p>Identify continuity and change in the history of the locality of the school. <i>The Victorians</i></p> <p>Compare some of the times studied with those of the other areas of interest around the world. <i>Mayans</i></p> <p>Describe the social, ethnic, cultural or religious diversity of past society. <i>WW2, Mayans</i></p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of</p>

			Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i>	ideas, beliefs, attitudes and experiences of men, women and children. <i>The Romans, The Stone Age</i>		men, women and children. <i>WW2, Mayans</i>
To communicate historically	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p> <p>Show an understanding of the concept of nation and a nation's history. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <i>The Sixties, Nurturing Nurses, Guy Fawkes</i></p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <i>London's Burning, Telephones and Technology, Significant People</i></p> <p>Show an understanding of the concept of nation and a nation's history. <i>London's Burning, Telephones and Technology</i></p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <i>Telephones and Technology</i></p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • BCE/CE <p><i>Chronology. The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <i>The Vikings and Anglo-Saxons, Ancient Egyptians,</i></p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • BCE/CE <p><i>Chronology. The Romans, The Stone Age</i></p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. <i>The Romans, The Stone Age</i></p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • Legacy. <p><i>Ancient Greece The Victorians</i></p> <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. <i>Ancient Greece The Victorians</i></p> <p>Use original ways to present information and ideas. <i>Ancient Greece The Victorians</i></p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • Legacy. <p><i>WW2, Mayans</i></p> <p>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. <i>WW2, Mayans</i></p> <p>Use original ways to present information and ideas. <i>WW2, Mayans</i></p>