**History Progression Of skills**

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|  | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **Chronology** | * Develop an awareness of the past.
* Use common words and phrases relating to the passing of time: past, present, older and newer.
* Place events, people and artefacts in order on a time line.
* Use dates where possible
 | * Establish narratives within and across periods studied
* Place events, artefacts and historical figures on a time line using dates and terms to describe events.
 | * Continue to develop chronologically secure knowledge of history.
* Establish clear narratives within and across periods studied.
* Place events, artefacts and historical figures on a time line using dates, terms, events and key concepts (*cause and consequence, continuity and change, similarity and difference).*
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| **Investigating and interpreting using evidence.** | * Observe or handle evidence to ask questions and find answers to questions about the past: What was it like for people? What happened? How long ago?
* Choose and use artefacts, pictures, stories, online sources and databases to find out and understand about the past.
* Identify different ways in which the past is represented.
 | * Use evidence to ask and answer questions about the past.
* Suggest and use suitable sources of evidence for historical enquiries.
* Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
 | * Use evidence to ask and answer more complex questions about the past.
* Understand that no single source of evidence gives the full answer to questions about the past.
* Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and to form testable hypotheses about the past.
* Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
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| **Historical Enquiry*** **Cause & consequence**
* **Continuity and change**
* **Similarity and difference**
 | * Make simple observations about different types of people, events, beliefs within a society.
* Identify similarities / differences between ways of life at different times.
* Recognise why people did things, why events happened and what happened as a result.
* Talk about who was important eg in a simple historical account.
 | * Describe similarities and differences about different types of people, events, beliefs within a society (civilisations)
* Support children to describe / make links between main events, situations and changes within and across different periods/societies (civilisations)
* Support children to identify and give reasons for, results of, historical events, situations, changes
* Support children to identify historically significant people and events in situations.
 | * Describe social, cultural, religious and ethnic diversity in Britain & the wider world
* Describe / make links between main events, situations and changes within and across different periods/societies.
* Identify and give more detailed reasons for, results of, historical events, situations, changes
* Identify historically significant people and events in situations and give reasons as to why
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