



Red Hall Primary School – Skills Progression in History

	<i>KS1</i>	<i>LKS2</i>	<i>UKS2</i>
Historical Interpretations	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none">a start to compare two versions of a past event;b observe and use pictures, photographs and artefacts to find out about the past;c start to use stories or accounts to distinguish between fact and fiction.d explain that there are different types of evidence and sources that can be used to help represent the past.	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none">a look at more than two versions of the same event or story in history and identify differences and similaritiesb investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different or similar.c recognise that sources present a chosen or implied viewpoint.	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none">a find and analyse a wide range of evidence about the past;b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.c consider different ways of checking the accuracy of interpretations of the past;d start to understand the difference between primary and secondary evidence and the impact of this on reliability;e show an awareness of the concept of propaganda & bias.f know that people in the past represent events or ideas in a way that may be to persuade others.g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none">a observe or handle evidence to ask simple questions about the past;b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;c choose and select evidence and say how it can be used to find out about the past.	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none">a use a range of sources to find out about the past;b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;c gather more detail from sources such as maps to build up a clearer picture of the past;	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none">a recognise when they are using primary and secondary sources of information to investigate the past; recognise bias in sources.b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures,

		<p>d regularly address and sometimes devise own questions to find answers about the past;</p> <p>e begin to undertake their own research.</p>	<p>photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>d investigate their own lines of enquiry by posing historically valid questions to answer.</p>
Chronological Understanding	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can know where some people & events fit into a chronological framework by:</p> <p>a sequence artefacts and events that are close together in time.</p> <p>b order dates from earliest to latest on simple timelines;</p> <p>c sequence pictures from different periods;</p> <p>d describe memories and changes that have happened in their own lives;</p> <p>e 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.</p> <p>f recognising the difference between past and present in their own and others' lives.</p> <p>g identifying some similarities and differences between ways of life in different periods.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <p>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) BCE (before Common Era) and ACE (After Common Era), decade, century.</p> <p>c Use words and phrases such as: BC (Before Christ) and AD (Anno Domini) BCE (before Common Era) and ACE (After Common Era), decade, century.</p> <p>d Identify events and details that relate to main changes in a period/area of study.</p> <p>e Use specialist dates & terms to place topics studied into different periods.</p> <p>f Make some links between and across periods.</p> <p>g understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>Pupils should show their chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <p>a sequence an increasing number of significant events, movements and dates on a timeline through the use of appropriate dates and terms for Britain and the wider world.</p> <p>b accurately use dates and terms to describe historical events; BCE, BC, ACE, AD, era, period, know that reference to specific centuries means years in the prior century e.g. 17th Century means any dates in the 1600's; 9th Century means dates in the 800's; concurrent, sequential.</p> <p>c understand and describe in some detail the main changes to an aspect both within a period and across periods in history.</p> <p>d Use specialist dates & terms to explain topics studied into different periods.</p>

<p>Knowledge and understanding of events, people & changes in the past.</p>	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise some similarities and differences between the past and the present; b identify similarities and differences between ways of life in different periods. c know and recount episodes from stories and significant events in history. d understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<p>Be able to describe some of the main events, people and places they have studied.</p> <p>Children can:</p> <ul style="list-style-type: none"> a note key changes over a period of time and be able to give reasons for those changes. b describe how Britain has influenced and been influenced by the wider world. c explain how people and events in the past have influenced life today. d identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Show their knowledge of local, national and international history.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people –establishing a narrative showing connections and trends within & across periods of study and how cultures influence each other. b use appropriate historical terms such as culture, religious, social, economic and political when describing the past; c Begin to recognize the nature & extent of diversity, change and continuity and suggest relationships between causes.
<p>Presenting, organising & communicating</p>	<p>Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; b talk, write and draw about things from the past; c use historical vocabulary to retell simple stories about the past; d use drama/role play to communicate their knowledge about the past. 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; c start to present ideas based on their own research about a studied period. d Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organization of relevant historical information. 	<p>Pupils should develop the appropriate use of historical terms.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports c plan and present a self-directed project or research about studied periods. d Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions I that involves thoughtful selection and organization of relevant historical information using appropriate dates and terms.

Key overarching concepts in Historical Enquiry and Interpretation detailed below.

Questions relating to these key concepts that underpin all historical enquiry, should be developed through regular re-visiting in a range of topics and contexts:

Work likely in...	Early years to...	KS1 to...	KS2 to...	Greater depth
Continuity and change in and between periods	<p><i>*Look closely at similarities, differences, patterns and change</i></p> <p><i>* Develop understanding of growth, decay and changes over time</i></p>	<i>*Identify similarities / differences between ways of life at different times</i>	<i>* Describe / make links between main events, situations and changes within and across different periods/societies</i>	<i>*Identify and explain change and continuity within and across periods</i>
Cause and consequence	<i>*Question why things happen and give explanations</i>	<i>*Recognise why people did things, why events happened and what happened as a result</i>	<i>*Identify and give reasons for, results of, historical events, situations, changes</i>	<i>*Analyse / explain reasons for, and results of, historical events, situations, changes</i>
Similarity / Difference within a period/situation (diversity)	<i>*Know about similarities and differences between themselves and others, and among families, communities and traditions</i>	<i>*Make simple observations about different types of people, events, beliefs within a society</i>	<i>*Describe social, cultural, religious and ethnic diversity in Britain & the wider world</i>	<i>*Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</i>
Significance of events / people	<i>*Recognise and describe special times or events for family or friends</i>	<i>*Talk about who was important eg in a simple historical account</i>	<i>*Identify historically significant people and events in situations</i>	<i>*Consider/explain the significance of events, people and developments in their context and in the present.</i>

Level Expected at the End of EYFS

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.