Progression of skills in History

	KS1	LKS2	UKS2
	Historical Enquiry		
Historical interpretations	**KS1 History National Curriculum** Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: a start to compare two versions of past events; b start to understand that there can be different versions of the same event from the past; c observe and use pictures, photographs and artefacts to find out about the past; d start to use stories or accounts to distinguish between fact and fiction; e explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.	**KS2 History National Curriculum** Pupils should understand how our knowledge of the past is constructed from a range of sources. Children can: a look at two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. c begin to understand some of the ways in which historians and others investigate the past.	**KS2 History National Curriculum** Pupils should understand how our knowledge of the past is constructed from a range of sources. Children can: 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 start to question its reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g continue to develop their understanding of how historians and others investigate the past.

Progression of skills in History

Historical investigations	**KS1 History National Curriculum** Pupils should ask and answer questions, using other sources to show that they know and understand key features of events. Children can: 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 use evidence to explain the key features of events; d sort some objects/artefacts into new and old and then and now.	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children can: a use a range of primary and secondary 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; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research	**KS2 History National Curriculum** Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children can: a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer

Progression of skills in History

Chronological understanding	**KS1 History National Curriculum** 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. Children can: a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	**KS2 History National Curriculum** 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. Children can: 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; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	**KS2 History National Curriculum** 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. Children can: a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand how some historical events/periods occurred concurrently in different locations
Knowledge and Understanding of Events and People in the Past	**KS1 History National Curriculum** Pupils should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: a know and recount episodes from stories and significant events in history; b understand that there are reasons why people in the past acted as they did; c describe significant individuals from the past.	**KS2 History National Curriculum** Pupils should note connections, contrasts, and trends over time. Children can: a find out about the everyday lives of people in time studied compared with our life today; b explain how people and events in the past have influenced life today; c identify key features, aspects and events of the time studied; d describe connections and contrasts between aspects of history, people, events and artefacts studied.	**KS2 History National Curriculum** Pupils should note connections, contrasts, and trends over time. Children can: a identify and note connections, contrasts, and trends over time in the everyday lives of people; b use appropriate historical terms, such as culture, religious, social, economic, and political when describing the connections, contrasts and trends over time; c describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women, and children.

Progression of skills in History

Presenting, Organising and Communicating	**KS1 History National Curriculum** Pupils should understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Children can: a talk, write and draw about things from the past; b use historical vocabulary to retell simple stories about the past.	**KS2 History National Curriculum** 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. Children can: a present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); b start to present ideas based on their own research about a studied period.	**KS2 History National Curriculum** 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. Children can: a present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; b plan and present a self-directed project or research about the studied period.
Substantive Concepts and Historical Vocabulary	**KS1 History National Curriculum** Pupils should use a wide vocabulary of everyday historical terms. Children can: a start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society; b talk and write about things from the past using some historical vocabulary.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Children can: a build on prior knowledge to start to gain further understanding of substantive concepts; b understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.	**KS2 History National Curriculum** Pupils should develop the appropriate use of historical terms. Pupils should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Children can: a continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; b start to recognise that some concepts, such as technology, will be different across different periods of history; c continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.

Progression of skills in History

Disciplinary concepts			
Continuity and Change	**KS1 History National Curriculum** Pupils should understand historical concepts, such as continuity and change. Children can: a begin to identify old and new things across periods of time through pictures, photographs and objects; b begin to understand that some things change and some things stay nearly the same.	**KS2 History National Curriculum** Pupils should understand historical concepts, such as continuity and change. Children can: a identify key things that stayed the same between periods; b identify key things that changed between periods; c start to explain the impact of some changes that have happened throughout different periods of time; d identify that there are reasons for continuities and changes across periods of time and explain some of these; e start to understand that there are times in history when change happens suddenly.	**KS2 History National Curriculum** Understand historical concepts, such as continuity and change. Children can: a identify why some changes between different periods of time have had more significant consequences than others; b explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity; c start to categorise some types of changes into political, economic social and technological; d understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history; e understand and describe in some detail the main changes to an aspect of a period in history.

Progression of skills in History

Cause and Consequence	**KS1 History National Curriculum** Pupils should understand historical concepts, such as cause and consequence. Children can: a understand that a cause makes something happen and that historical events have causes; b explain that historical events are caused by things that occurred before them; c understand that a consequence is something that happens as a result of something else.	**KS2 History National Curriculum** Pupils should understand historical concepts, such as cause and consequence. Children can: a understand that a cause is something directly linked to an event and not just something that happened before it; b start to understand that there are short and long-term causes of events; c comment on the importance of the different causes for some key events; d explain a series of directly related events that happened in the lead up to a historical event; e begin to understand that historical events create changes that have consequences; f understand that a consequence is something that happens as a direct result of something else; g understand that historical events have consequences that sometimes last long after the event is over.	**KS2 History National Curriculum** Understand historical concepts, such as cause and consequence. Children can: a examine in more detail the short and long-term causes of an event being studied; b understand that some causes may be more significant than others and that some causes are less significant; c begin to understand that historians may not agree on the main causes of an event; d understand that one event can have multiple consequences that impact on many countries and civilisations; e understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War; f address and devise historical questions about cause and consequence.
Similarities and Differences	**KS1 History National Curriculum** Pupils should understand historical concepts, such as similarity and difference. Pupils should identify similarities and differences between ways of life in different periods. Children can: a start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; b identify that some things within living memory are similar and some things are different; c recognise some similarities and differences between the past and the present.	**KS2 History National Curriculum** Pupils should understand historical concepts, such as similarity and difference. Children can: a identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; b identify and give some examples of how life was similar in the past.	**KS2 History National Curriculum** Understand historical concepts, such as similarity and difference. Children can: a explain and give varied examples of how life was similar and different in the past; b explain and give examples to show that things may have been different from place to place at the same time; c start to give reasons for these similarities and differences.

Progression of skills in History

Historical Significance	**KS1 History National Curriculum** Pupils should understand historical concepts, such as historical significance. Children can: a explain reasons why someone might be significant; b talk about why a person was important; c talk about why the event was important and what happened.	**KS2 History National Curriculum** Pupils should understand historical concepts such as historical significance. Children can: a begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; b understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; c identify historically significant people and events from a period of history and give some detail about what they did or what happened.	**KS2 History National Curriculum** Pupils should understand historical concepts, such as historical significance. Children can: a explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant; b understand that what we consider to be significant can change throughout different periods; c start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally; d identify a range of historically significant people and events from different periods of history and explain why they were significant; e identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.