



History Skills Progression

 <b>Aspect</b>	<b>Key Stage 1 Essential Skills</b>		<b>Lower Key Stage 2 Essential Skills</b>		<b>Upper Key Stage 2 Essential Skills</b>	
	End of Year 1 Expectations	End of Year 2 Expectation	End of Year 3 Expectation	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
<b>SIMILARITIES AND DIFFERENCES</b>	Begin to describe similarities and differences between historical artefacts and pictures.	Describe how their own life is different from past generations of their own family.	Describe how their own lives are similar or different to children living in past times.	Compare two periods of history, identifying similarities and differences between them.	Make connections between two periods of history, to begin to develop historical perspective.	Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.
<b>VOCABULARY</b>	Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).	Use further terms associated with the past (e.g. year, decade and century).	Use appropriate historical vocabulary to describe key features of a time period.	Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy).	Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).	Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).
<b>CHRONOLOGY</b>	Begin to order artefacts and pictures from significantly different time periods.	Order events in a period of history studied and begin to recall the dates of important festivals or celebrations.	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	Create, from memory, a timeline from dates/details/eras, showing knowledge of how to check for accuracy.
<b>SIGNIFICANT INDIVIDUALS</b>	Sequence the story of a significant historical figure.	Use the stories of famous historical figures to compare aspects of life in different times.	Explain how a significant figure of a period influenced change.	Explain how significant historical figures contributed to national and international achievements in a variety of eras.	Describe how a significant individual or movement has influenced the UK or wider world.	Describe how their own lives have been influenced by a significant individual or movement.
<b>LOCAL HISTORY</b>	Describe, in simple terms, the importance of a local place or landmark.	Describe how people, places and events in their own locality have changed over time.	Describe how national changes affected their locality.	Describe the impact of international events (e.g. war) on the local area.	Use a range of local history resources to describe how an event (e.g. the Black Death) affected	Suggest and research information sources required to present an in-depth study of a local town or city.

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					<p>a local town or village.</p>	
<p><b>COMMUNITY AND CHANGE</b></p>	<p>Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.</p>	<p>Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p>	<p>Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war).</p>	<p>Explain the impact of a significant historical figure on life in Britain.</p>	<p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p>	<p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p>
<p><b>CAUSE AND CONSEQUENCE</b></p>	<p>Describe, in simple terms, why a significant individual acted the way they did.</p>	<p>Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.</p>	<p>Express an opinion on whether a person or event had a positive or negative impact on life in Britain.</p>	<p>Explain that an event can have more than one cause.</p>	<p>Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).</p>	<p>Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).</p>
<p><b>HISTORICAL QUESTIONS</b></p>	<p>Ask and respond to simple questions about the past, using sources of information.</p>	<p>Ask and answer questions about a range of historical sources.</p>	<p>Suggest useful research questions.</p>	<p>Ask and answer more complex questions through independent research.</p>	<p>Follow independent lines of enquiry and make informed responses based on this.</p>	<p>Independently investigate a complex historical research question.</p>
<p><b>RECORDING</b></p>	<p>Retell a story or significant event from their own past.</p>	<p>Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.</p>	<p>Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.</p>	<p>Choose the best way to record a range of historical information, giving reasons for their choice.</p>	<p>Choose the best way to record a range of historical information, giving reasons for their choice.</p>	<p>Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.</p>
<p><b>HISTORICAL ENQUIRY</b></p>	<p>Use simple source material (e.g. photographs) to answer questions about an</p>	<p>Build a 'bigger picture' of a historical period, using a range of source material.</p>	<p>Choose the most important source material for a task, showing awareness</p>	<p>Use a range of source materials to answer questions about the past which go beyond simple observations.</p>	<p>Describe how different types of evidence tell us different things about the past (e.g. royal</p>	<p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p>

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	event beyond living memory.		of a range of sources.		portraits versus descriptions) and understand why contrasting arguments and interpretations occur.	
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