**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).* |
| **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. |
| **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 |