

History Progression of Skills

The KS2 objectives have been split into lower and upper. If there are missing numbers in UKS2 then the objectives in LKS2 need to be looked at and progressed and developed.

	KS1	LKS2	UKS2
Areas of Study	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes in Britain from the Stone Age to the Iron Age Britain's settlement by Anglo-Saxons and Scots</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>The Roman Empire and its impact on Britain.</p> <p>A local history study</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
Knowledge and understanding of events, people and changes in the past	<p>K1 Recall some facts about people/events before living memory</p> <p>K2 Say why people may have acted the way they did.</p> <p>K3 Use information to describe the past.</p> <p>K4 Describe the differences between then and now.</p> <p>K5 Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>K6 Recount the main events from a significant event in history.</p>	<p>K1 Use evidence to describe the culture and leisure activities from the past.</p> <p>K2 Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>K3 Use evidence to describe buildings and their uses of people from the past</p> <p>K4 Use evidence to describe what was important to people from the past.</p> <p>K5 Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>K6 Describe similarities and differences between people, events and artefacts studied.</p> <p>K7 Describe how some of the things I have studied from the past affect/influence life today.</p>	<p>K8 Choose reliable sources of information to find out about the past.</p> <p>K9 Give own reasons why changes may have occurred, backed up by evidence.</p> <p>K10 Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
Historical Enquiry	<p>HE1 Identify different ways in which the past is represented</p> <p>HE2 Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>HE3 Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p> <p>HE4 Ask questions about the past.</p> <p>HE5 Use a wide range of information to answer questions.</p>	<p>HE1 Ask questions and find answers about the past.</p> <p>HE2 Use documents, printed sources (e.g. archive materials) the HE3 Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>HE4 Ask questions and find answers about the past.</p>	<p>HE5 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>HE6 Investigate own lines of enquiry by posing questions to answer.</p>

Chronological Understanding	<p>C1 Understand the difference between things that happened in the past and the present.</p> <p>C2 Describe things that happened to themselves and other people in the past.</p> <p>C3 Order a set of events or objects</p> <p>C4 Use a timeline to place important events.</p> <p>C5 Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young</p> <p>C6 Understand and use the words past and present when telling others about an event.</p> <p>C7 Recount changes in my own life over time.</p> <p>C8 Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p>	<p>C1 Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>C2 Use a timeline to place historical events in chronological order.</p> <p>C3 Describe dates of and order significant events from the period studied.</p> <p>C4 Order significant events and dates on a timeline.</p> <p>C5 Describe the main changes in a period in history.</p>	<p>C6 Order significant events, movements and dates on a timeline.</p> <p>C7 Identify and compare changes within and across different periods.</p> <p>C8 Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
Historical Interpretation	<p>HI1 Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p>	<p>HI1 Look at different versions of the same event in history and identify differences.</p> <p>HI2 Know that people in the past represent events or ideas in a way that persuades others.</p> <p>HI3 Explore the idea that there are different accounts of history.</p>	<p>HI4 Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>HI5 Evaluate evidence to choose the most reliable forms.</p> <p>HI6 Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>HI7 Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
Organisation and Communication	<p>O1 Sort events or objects into groups (i.e. then and now.)</p> <p>O2 Tell stories about the past.</p> <p>O3 Talk, write and draw about things from the past</p> <p>O4 Describe objects, people or events in history.</p> <p>O5 Use timelines to order events or objects or place significant people.</p> <p>O6 Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT</p>	<p>O1 Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>O2 Plan and present a self-directed project or research about the studied period.</p>