



Stratford Upon Avon Primary School

KS1 and KS2 Progression of Skills – History – Skills, Knowledge and Understanding

Based on the National Curriculum for KS1 and KS2

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Talk about past and present events in their own lives and the lives of family members.	Sequence events in their life Begin to order artefacts or pictures from significantly different time periods Match objects to people of different ages	Sequence artefacts which are closer together in time Sequence events in a period of history studied Sequence photos from different periods of their life Describe memories of key events in lives	Begin to realise that the past can be divided into different periods of time Place the time studied on a timeline Sequence events or artefacts Use dates related to the passing of time	Place different periods of time on a timeline Place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE/AD	Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies Make comparisons between different times in history	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to ten events on a time line
Understanding significance	Looking at their own life journey through photographs and talking about changes.	Sequence the story of a significant individual	Begin to realise the difference between importance and significance.	Explain how a significant figure in history influenced change	Explain how significant historical individuals contributed to national and international achievements in a variety of eras	Describe how a significant individual or event has influenced the UK or wider world e.g. Henry VIII and the break with Rome	Describe how life today can be influenced by significant individuals or events from the past
Understanding characteristics, beliefs and attitudes	Learn about similarities between themselves and others, and among families, communities and traditions.	Use a range of sources to find out characteristic features of the past Know and recount episodes from stories about the past	Find out about people and events in other times	Find out about everyday lives of people in time studied	Use evidence to reconstruct life in time studied Identify key features and events of time studied Develop a broad understanding of ancient civilisations	Study different aspects of life of different people - differences between men and women, rich and poor Study an ancient civilization in detail (e.g. Egypt)	Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
Understanding similarity and difference, continuity and change	Learn about similarities between themselves and others, and among families, communities and traditions.	Begin to describe similarities and differences between historical artefacts and pictures Compare their own life and interests with their babyhood e.g. clothes, toys, food, size, abilities	Confidently describe similarities and differences between artefacts Identify differences between ways of life at different times Describe changes in the local area during their own lifetime and during that of parents/grandparents	Describe how their own lives are similar or different to children living in past times Describe some of the main changes in Britain resulting from an event e.g. an invasion or war	Look for changes in a time studied and things which stayed the same	Compare life in early and late times studied Compare an aspect of life with the same aspect in another period	Compare beliefs, behaviour and characteristics with another period studied
Understanding cause and consequences	Learn to ask (and answer) how and why questions.	Describe in simple terms why people did things in the past e.g. why a significant individual acted as they did	Recognise why people did things, why events happened and what happened as a result	Identify reasons for and results of people's actions Understand why people may have had to do something or may have wanted to do something	Offer a reasonable explanation for some events Explain that an event can have more than one cause	Examine causes and results of great events and the impact on people Explain why people acted as they did e.g. Why Henry VIII married six times	Write an explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation
Interpretations of History	Read stories about historical event and people s, such as the story of Guy Fawkes, Mary Anning, royal weddings etc.	Use stories to distinguish between fact and fiction Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/ stories Identify different ways to represent the past	Identify and give reasons for different ways in which the past is represented Distinguish between different sources, e.g. different versions of the same story Look at representations of the period - museum, cartoons etc.	Look at the evidence available Begin to evaluate the usefulness of different sources Use of text books and historical knowledge	Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions/ interpretations of events Describe how different types of evidence tell us different things about the past e.g. royal portraits versus descriptions	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions Acknowledge different points of view expressed



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Historical Enquiry	Ask and answer how and why questions.	Sort artefacts - 'then' and 'now' Find answers to simple questions about the past, using sources of information	Observe and handle sources to answer questions about the past on the basis of simple observations Ask and answer questions about a range of historical sources	Use a range of sources to find out about a period Suggest sources of evidence to use to help answer questions Begin to use the internet for research ask and answer questions	Use evidence to build a picture of the past Use the library and internet for research	Begin to identify primary and secondary sources Use sources materials and evidence to build a picture of the past Use the library and internet for research, with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of the past Select the most appropriate source of evidence for particular tasks Bring knowledge gathered from several sources together in a fluent account Confidently use the library and internet for research
Organisation and communication	Talk about past and present events.	Retell a story or significant event from history or their own past Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking, making models).	Write simple stories and recounts about the past. Record historical understanding simply, using texts, drawings and labelled diagrams e.g. class museum	Discuss different ways of presenting information for different purposes e.g. labelled diagrams, recounts, stories, diaries, letters etc, to demonstrate understanding of historical events and famous people Uses dates and terms with increasing accuracy	Recall, select and organise historical information using a variety of structures/genres and showing an awareness of audience Use dates and terms correctly	Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations Use dates and terms accurately	Select, organise, summarise and present relevant information from a wide range of sources, to produce structured work, which is effective for purpose Make accurate and appropriate use of specific dates and terms