

### History Skills Progression.

Year	Key Skills
N	Begin to make sense of their own life story and family's history
R	<p>Talk about members of their family – Chronological sequence of own family. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures of the past.</p>
1	<p><b>QUESTIONING</b> Ask and answer simple questions about what they have heard.</p> <p><b>CHRONOLOGICAL UNDERSTANDING</b> Recognise the difference between past and present. Use common words and phrases or answer simple questions to sequence events. Talk about events using phrases like 'long ago', 'before my parents were born' and 'around the time of Jesus'. Use common words and phrases relating to the passing of time.</p> <p><b>IDENTIFYING CONTRASTS AND THEMES</b> Make simple historical comparisons (e.g., spot the difference between pictures)</p> <p><b>USING SOURCES</b> Explain the difference between fiction and non-fiction. Access simple books, internet sites, photos, recordings, artefacts and other sources that are given. Use parts of stories to show that they understand historical events. Show some understanding of the ways we can find out about the past.</p>
2	<p><b>QUESTIONING</b> Show curiosity by voluntarily asking questions about what they have read or heard. Use a wide vocabulary of everyday historical terms.</p> <p><b>CHRONOLOGICAL UNDERSTANDING</b> Sequence events and explain their thinking. Start to note connections over time. Date events to the nearest century or era, and occasionally to the year. (e.g., 1066) Know where people and events fit within a chronological framework.</p> <p><b>IDENTIFYING CONTRASTS AND THEMES</b> Independently identify similarities and differences in different periods. e.g., people, places, events, ways of life</p> <p><b>USING SOURCES</b> Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. Choose and use parts of stories to show that they</p>

	<p>know and understand key features of events. Begin to understand how the past is constructed and how we find out about the past. Identify ways in which the past is represented e.g., songs, films, illustrations, museum displays</p>
<b>3</b>	<p><b>QUESTIONING</b> Start to frame questions and answers in historically valid ways e.g., about change or differences</p> <p><b>CHRONOLOGICAL UNDERSTANDING</b> Note connections over time. Develop the appropriate use of historical terms</p> <p><b>IDENTIFYING CONTRASTS AND THEMES</b> Note connections within and across periods, both those that they study and others they draw on independently.</p> <p><b>USING SOURCES</b> Explain the differences between primary and secondary sources. Form opinions. Independently select and use sources to satisfy their curiosity about the past. Understand how the past is constructed. Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions.</p>
<b>4</b>	<p><b>QUESTIONING</b> Ask and answer historically valid questions e.g., about contrast, cause and effect, reliability</p> <p><b>CHRONOLOGICAL UNDERSTANDING</b> Note connections, contrasts and trends over time. Use the year confidently to date events, and sometimes to month and day.</p> <p><b>IDENTIFYING CONTRASTS AND THEMES</b> Use the year confidently to date events</p> <p><b>USING SOURCES</b> Select and use sources to construct their own opinions about the past. Start to explain the usefulness and reliability of different sources. Understand how the past is constructed. Recognise that historical facts can vary depending on the source and begin to suggest reasons for this. Start to critique others' opinions about the past.</p>
<b>5</b>	<p><b>QUESTIONING</b> Ask and answer historically valid questions- e.g., about significance or the basis of peoples' opinions. Regularly address and devise historically valid questions about change, cause, similarities and differences and significance</p> <p><b>CHRONOLOGICAL UNDERSTANDING</b> Demonstrate historical perspective by explaining contrasts and trends in the short and long term. Use precise dates and explain why some are significant. e.g., transport delay, seasonality</p>

	<p><b>IDENTIFYING CONTRASTS AND THEMES</b> Sequence and structure complex subjects and themes. Start to suggest reasons for connections over time and across places and cultures. Comment on impact and legacy.</p> <p><b>USING SOURCES</b> Form opinions. Select, organise, and use information from more than one source to construct an informed response and opinion. Explain the usefulness and reliability of various sources. Understand how the past is constructed. Start to develop perspective and judgment by explaining how historical facts are often interpreted to support opinions. Accurately summarise others' opinions about the past.</p>
<p><b>6</b></p>	<p><b>QUESTIONING</b> Regularly ask and answer perceptive questions in historically valid ways. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p><b>CHRONOLOGICAL UNDERSTANDING</b> Establish clear narratives within and across periods- and at a local, national, and international level.</p> <p><b>IDENTIFYING CONTRASTS AND THEMES</b> Start to use their secure sense of chronology to inform their wider learning (into KS3) Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><b>USING SOURCES</b> Compare and contrast places, people, and culture, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.</p>
<p><b>KS3</b></p>	<p><b>QUESTIONING</b> Pursue historically valid enquiries including some they have framed themselves and create relevant, structured and evidentially supported accounts in response.</p> <p><b>CHRONOLOGICAL UNDERSTANDING</b> Extend and deepen their chronological knowledge and understanding so it provides a well-informed context for wider learning</p> <p><b>IDENTIFYING CONTRASTS AND THEMES</b> Identify significant events, make connections, draw contrasts and analyse trends within periods and over arcs of time. Use historical terms and concepts in increasingly sophisticated ways.</p> <p><b>USING SOURCES</b> Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>