

# History Skills Progression



Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<p><b>Chronological knowledge/ understanding (including characteristic features of periods)</b></p>	<p><u>ELGs: Listening and Attention</u></p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Develop an awareness of the past.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Know where all people/events studied fit into a chronological framework.</p> <p>Identify similarities/ differences between periods.</p>	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning.</p> <p>Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.</p>

## History Skills Progression



Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<b>Historical terms</b> e.g. empire, invasion, etc.	<p><u>ELGs: Listening and Attention</u></p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	Use a wide vocabulary of everyday historical terms.	Develop the appropriate use of historical terms.	Use historical terms and concepts in increasingly sophisticated ways.

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Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<p><b>Historical enquiry (using evidence/ communicating ideas)</b></p>	<p><u>ELGs: Listening and Attention</u></p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Ask and answer questions.</p> <p>Understand some ways we find out about the past.</p> <p>Choose and use parts of stories and other sources to show understanding.</p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses by selecting and organising relevant historical information.</p>	<p>Pursue historically valid enquiries, including some they have framed.</p> <p>Understand how different types of sources are used rigorously to make historical claims.</p> <p>Create relevant, structured and evidentially supported accounts.</p>

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Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<b>Interpretation of History</b>	<p><u>ELGs: Listening and Attention</u></p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Identify different ways in which the past is represented.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p>	<p>Discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

## History Skills Progression



Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<b>Continuity and change in and between periods</b>	<p><u>ELGs: People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	Identify similarities/ differences between ways of life at different times.	Describe/make links between main events, situations and changes within and across different periods/societies.	

## History Skills Progression



Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<b>Cause and consequence</b>	<p><u>ELGs: People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Identify and give reasons for, results of, historical events, situations, changes.</p>	<p>Analyse/explain reasons for, and results of, historical events, situations, changes.</p>

## History Skills Progression



Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<p><b>Similarity/ difference within a period/ situation</b> (social diversity including beliefs and attitudes)</p>	<p><u>ELGs: People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Make simple observations about different types of people, events, beliefs within a society.</p>	<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.</p>

## History Skills Progression



Strands	By the end of FS	By the end of KS1	By the end of KS2	By the end of KS3
<p><b>Significance of events/people</b></p>	<p><u>ELGs: People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Talk about who was important e.g. in a simple historical account.</p>	<p>Identify historically significant people and events in situations.</p>	<p>Consider/explain the significance of events, people and developments in their context and in the present day.</p>