

# Progression in History Skills involves developing historical perspective through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts
- greater independence in applying all these qualities

Work likely in Early Years

work likely at KS1

work likely at KS2

	Work likely in Early Years	work likely at KS1	work likely at KS2
<b>Chronological knowledge / understanding</b>	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
<b>Historical terms</b>	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms
<b>Historical enquiry - Using evidence / Communicating ideas</b>	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain	Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information
<b>Interpretations of history</b>		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this
<b>Continuity and change in and between periods</b>	Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time	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
<b>Cause and consequence</b>	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes
<b>Similarity / Difference within a period/situation</b>	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
<b>Significance of events / people</b>	Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account	Identify historically significant people and events in situations