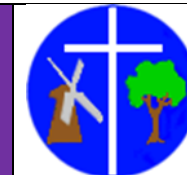


# History Skills Progression Key Stage 2



Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impact
Understanding Of Historical Interpretations	Children understand that our understanding of the past comes from a range of sources.	Children understand that our understanding of the past comes from a range of sources.	Children understand that our understanding of the past comes from a range of sources.	Children understand that our understanding of the past comes from a range of sources.	Children arrive in Key Stage 2 with our understanding of the past is constructed from historical sources.
	With adult guidance, children can identify differences between historical sources.	With limited adult guidance, children can identify differences between historical sources.	Children are starting to independently find and analyse a range of historical sources.	Children can find and analyse a wide range of historical sources.	By the end of Key Stage 2, children understand how to analyse historical sources in terms of their provenance, agenda and reliability.
	With full adult guidance, children can suggest some reasons why historical sources might vary.	With limited adult guidance children can suggest convincing reasons why historical sources may vary.	Children are beginning to understand that different interpretations of historical sources lead to different interpretations of the past.	Children can explain why different interpretations of historical sources lead to different historical schools of thought.	Children arrive in Key Stage 3, already able to identify that specific events in history are subject to different interpretations and schools of thought. Children have completed some historical, analytical independent writes and are ready to write Key Stage 3 level essays in the appropriate format.
	With full adult guidance, children understand a historical source is primary or secondary and has an agenda.	With adult guidance, children understand that the primary/secondary nature of sources affects reliability, and that all sources have an agenda.	With limited adult guidance, children automatically consider the reliability of historical sources and what the author's agenda might have been.	Children independently and automatically question the reliability and agenda of historical sources.	
	With full adult guidance, children begin to understand the concept of propaganda.	With adult guidance children understand the concept of propaganda and why it might be used.	With limited adult guidance, children question the possibility of a source being propaganda.	Children independently question a source's provenance and can identify white, grey and black propaganda, as well as understanding how that affects a source's reliability.	

<b>Key Skills</b>	<b>Year 3 Implementation</b>	<b>Year 4 Implementation</b>	<b>Year 5 Implementation</b>	<b>Year 6 Implementation</b>	<b>Impact</b>
<b>Asking Historical Questions</b>	With adult support, children ask questions which can be addressed by an historical investigation into a wide range of sources.	With minimal adult, children start asking historically valid questions which can be addressed by an historical investigation into a wide range of sources.	Children are asking valid historical questions which can be addressed by an historical investigation into a wide range of sources. Children recognise that those questions might be about change, continuity, similarity, difference or significance.	Children often independently ask valid, thoughtful questions which can be addressed by an historical investigation into cause, consequence, similarity, difference, significance. Children are beginning to undertake their own historical research into historical people and events.	Children arrive in Key Stage 2 aware that, with adult support, they can pose historical questions and undertake an historical investigation.  Children leave Key Stage 2 ready to pose meaningful, analytical questions about historical people, events and evidence.
<b>Key Skills</b>	<b>Year 3 Implementation</b>	<b>Year 4 Implementation</b>	<b>Year 5 Implementation</b>	<b>Year 6 Implementation</b>	<b>Impact</b>
<b>Chronological Understanding</b>	With adult support, children can explain the basic chronology of Britain and the world, including BC and AD, and the knowledge that some historical periods overlapped.  With minimal adult support, children can sequence events on a timeline.	With minimal adult support children can explain the chronology of Britain and the world, including BC and AD, and the knowledge that some historical periods overlapped.  Children can sequence a basic timeline.	Children have a strong knowledge of the timeline of Britain and the wider world, including periods which overlap.  With minimal adult feedback, children can order an increasing number of events on a timeline.	Children have a strong understanding of British and world chronology, which informs their analysis of historical evidence.	Children arrive in Key Stage 2 with a strong understanding of past, present and future. Children develop their knowledge of British and world timelines, as well as their understanding that historical periods do not end one day, and start a new historical period the next.

Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impact
Knowledge & Understanding Of People & Events In The Past	<p>With adult support, children can identify key features of an historical period and explain what life was like.</p> <p>With adult support, children can identify trends over time, and identify connections between artefacts, people and events they have studied.</p>	<p>With adult support, children can identify key features of an historical period, as well as how those people and events have influenced life today.</p> <p>With minimal adult support, children can identify trends over time. Children can identify connections between artefacts, people and events.</p>	<p>With limited adult support, children can identify cultural, religious, social, economic and political aspects of an historical period.</p> <p>With minimal adult support, children can describe the trends over time for the everyday lives, beliefs and attitudes of men, women and children.</p>	<p>Children can almost entirely independently identify cultural, social, economic and political features across historical periods.</p> <p>Children can almost entirely independently identify trends over time for the everyday lives, beliefs and attitudes of men, women and children.</p>	<p>By the end of Key Stage 2, children are ready to identify features across historical periods and use that understanding to inform their Key Stage 3 essays.</p>
	Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation
Presenting, Communicating & Organising	<p>With full adult support, children can organise and present their ideas about their interpretation of historical evidence and narratives. This can be presented in a variety of formats e.g. independent write, diary, autobiography, speech, letter, storyboard, mind map.</p>	<p>With minimal adult support, children can organise and present their ideas about their interpretation of historical evidence and narratives. This can be presented in a variety of formats e.g. independent write, diary, autobiography, speech, letter, storyboard, mind map.</p>	<p>Children are beginning to move beyond a narrative approach to communicating their ideas. With full adult support, children can present their historical arguments focused around historical schools of thoughts and debates.</p>	<p>With minimal adult support, children are beginning to move beyond a narrative approach to communicating their ideas. With some adult support, children can present their historical arguments focused around historical schools of thoughts and debates.</p>	<p>By the end of Key Stage 2, children have confidently moved beyond a narrative understanding of history, to a more analytical approach. When children at the end of Key Stage 2 communicate their ideas, they organise their work around differing schools of thought and differing interpretations of evidence.</p>

Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impacts
<b>Knowledge Of Substantive Concepts &amp; Vocabulary</b>	<ul style="list-style-type: none"> <li>• City</li> <li>• Religion</li> <li>• Ruler</li> <li>• Battle</li> <li>• Invasion</li> <li>• Civilisation</li> <li>• Colonisation</li> <li>• Conquest</li> <li>• Culture</li> <li>• Economy</li> <li>• Empire</li> <li>• Enslavement</li> <li>• Entertainment</li> <li>• Agriculture &amp; Farming</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Colonisation</li> <li>• Conquest</li> <li>• Culture</li> <li>• Economy</li> <li>• Empire</li> <li>• Enslavement</li> <li>• Entertainment</li> <li>• Agriculture &amp; Farming</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Conquest</li> <li>• Culture</li> <li>• Economy</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Conquest</li> <li>• Culture</li> <li>• Economy</li> <li>• Empire</li> <li>• Leisure</li> <li>• Migration</li> </ul>	<p>By the end of Key Stage 2, children have gained a significant bank of historical subject specific vocabulary.</p> <p>By the end of Key Stage 2, children have an understanding of a significant bank of historical concepts.</p> <p>When Key Stage 3, children are able to analyse historical events and periods through the lens of various significant concepts.</p>

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Knowledge Of Continuity & Change	<p>With adult support, children can identify key things that changed between and during historical periods.</p>	<p>With minimal adult support, children can identify key things that changed between and during historical periods.</p>	<p>Children are able to describe the main changes to a specific aspect (social, economic, political) of a period of history.</p>	<p>Children are able to describe the main changes to a specific aspect (social, economic, political) of a period of history. Children can suggest why some changes are more significant than others.</p>	<p>Children have an understanding that there are significant turning points in historical periods. They arrive at Key Stage 3 ready to analyse the people and factors (“isms”) behind those turning points.</p>
	<p>With adult support, children have an understanding that there are reasons for continuity and change over historical periods.</p>	<p>With adult support, children have an understanding that there are reasons for continuity and change over historical periods. Children begin to understand that changes can happen gradually or suddenly.</p> <p>With adult support, children begin to explain the impact of change and continuity for people in that historical period.</p>	<p>Children begin to understand that there are times in history when change happens suddenly, and those times are known as turning points.</p>	<p>Children begin to understand that there are times in history when change happens suddenly, and those times are known as turning points. Children can explain why some periods have more turning points than others.</p>	<p>Children have a strong understanding of the turning points and continuity in the specific periods they have studied.</p>

Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impacts
<b>Knowledge Of Cause &amp; Consequence</b>	<p>Children understand, with adult guidance, that correlation is not causation, and a cause is something directly linked to an event, not just something that happened chronologically before it.</p>	<p>Children understand that correlation is not causation, and a cause is something directly linked to an event. Children understand with adult support that some causes of an event are more important than others.</p>	<p>Children understand that correlation is not causation. Children understand some causes may be more important than others.</p>	<p>Children understand that correlation is not causation. Children understand some causes may be more important than others.</p>	<p>By the end of Key Stage 2, children are able to identify short and long term causes of an historical event through analysis of primary and secondary sources.</p>
	<p>Children understand events have long term and short term consequences.</p>	<p>Children understand events have long term and short term consequences.</p>	<p>Children examine in more detail the long and short term causes of historical events.</p>	<p>Children examine in more detail the long and short term causes of historical events.</p>	<p>Children can analyse the most important consequences of an historical event, and how they might have gone on to cause future historical events.</p>
	<p>Children can explain, with adult guidance, a series of directly related events that took place before an historical event.</p>	<p>Children can explain a series of directly related events that took place before an historical event.</p>	<p>Children begin to understand that historians may not agree on the long and short term causes of an historical event.</p>	<p>Children begin to understand that historians may not agree on the long and short term causes of an historical event.</p>	<p>Children begin Key Stage 3 with an understanding that historians do not agree about the causes and consequences of historical events, and analysis of historical sources is always necessary and important.</p>
	<p>Children understand a consequence is something that happened as a direct result of an event.</p>	<p>Children understand a consequence is something that happened as a direct result of an event. Children understand some consequences have effects for us today.</p>	<p>Children begin to understand that an historical event can have multiple consequences.</p>	<p>Children begin to understand that an historical event can have multiple consequences which impact on multiple countries and civilisations.</p> <p>Children begin to understand that the consequences of one historical event can sometimes become the cause of another.</p>	

Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impact
Knowledge Of Similarities & Differences	<p>Children can identify, with adult guidance, how life was different for people in different historical periods (e.g. religions, rights, beliefs).</p> <p>Children can identify, with adult support, how life was similar in the past to our lives now.</p>	<p>Children can identify, with minimal adult guidance, how life was different for people in different historical periods (e.g. religions, rights, beliefs).</p> <p>Children can identify, with minimal adult support, how life was similar in the past to our lives now.</p>	<p>Children can identify, with minimal adult guidance, varied reasons for how life was different for people in different historical periods (e.g. religions, rights, beliefs).</p> <p>Children can identify, with minimal adult support, how life was similar in the past to our lives now.</p>	<p>Children can identify, with minimal adult guidance, varied reasons for how life was different for people in different historical periods (e.g. religions, rights, beliefs).</p> <p>Children can identify, with minimal adult support, how life was similar in the past to our lives now.</p> <p>Children start to give reasons for these similarities and differences.</p>	<p>Children leave Key Stage 2 with a strong understanding of how similarities could continue over historical periods, and how there were thematic differences across periods e.g rights of women and children, politics, economics, social issues.</p>

Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impacts
Understanding Of Historical Significance	<p>Children are beginning to identify historically important historical events and explain some detail about what they did, why they did it, and why it was important.</p>	<p>Children begin to understand that the concept of historical significance is about what people living today feel was important about events in the past.</p>	<p>Children are beginning to understand that not all historians agree about what is historically significant.</p> <p>Children are beginning to understand that what we consider to be significant can change throughout different historical periods.</p> <p>Children are able to recall a range of historically significant people and events.</p>	<p>Children begin to explain the significance of an historical event in terms of significance individually, regionally, nationally or globally.</p> <p>Children are able to explain a range of historically significant people and events.</p>	<p>Children are able to explain historically significant events and people from the periods they have studied, then relate them to the new learning in Key Stage 3.</p>