

Curriculum History Skills

History Skills – KS1 & KS2

- Chronological skills
- Interpretation skills
- Enquiry skills
- Organisation skills
- Describing and reasoning skills

Year 1	
Place known events and objects in chronological order	<ul style="list-style-type: none"> • Chronological skills
Sequence events and recount changes within living memory	<ul style="list-style-type: none"> • Chronological skills
Use common words and phrases relating to the passing of time	<ul style="list-style-type: none"> • Chronological skills
Find answers to some simple questions about the past from simple sources of information	<ul style="list-style-type: none"> • enquiry skills
Describe some simple similarities and differences between artefacts	<ul style="list-style-type: none"> • enquiry skills
Sort artefacts from 'then' and 'now'	<ul style="list-style-type: none"> • enquiry skills
Ask and answer relevant basic questions about the past	<ul style="list-style-type: none"> • enquiry skills
Relate his/her own account of an event and understand that others may give a different version	<ul style="list-style-type: none"> • interpretation skills
Talk, draw or write about aspects of the past	<ul style="list-style-type: none"> • Organisation skills
Understand key features of events	<ul style="list-style-type: none"> • Describing and reasoning skills

Identify some similarities and differences between ways of life in different periods	<ul style="list-style-type: none"> • Describing and reasoning skills
--	---

Year 2	
Show an awareness of the past, using common words and phrases relating to the passing of time	<ul style="list-style-type: none"> • Chronological skills
Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods	<ul style="list-style-type: none"> • Chronological skills
Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events	<ul style="list-style-type: none"> • enquiry skills
Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented	<ul style="list-style-type: none"> • enquiry skills
Describe changes within living memory and aspects of change in national life	<ul style="list-style-type: none"> • interpretation skills
Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	<ul style="list-style-type: none"> • interpretation skills
Use a wide vocabulary of everyday historical terms	<ul style="list-style-type: none"> • Organisation skills
Speak about how he/she has found out about the past	<ul style="list-style-type: none"> • Organisation skills
Record what he/she has learned by drawing and writing	<ul style="list-style-type: none"> • Organisation skills
Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong,	<ul style="list-style-type: none"> • Describing and reasoning skills

William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	
--	--

Year 3	
Use an increasing range of common words and phrases relating to the passing of time	<ul style="list-style-type: none"> • Chronological skills
Describe memories of key events in his/her life using historical vocabulary	<ul style="list-style-type: none"> • Chronological skills
Use common words and phrases relating to the passing of time	<ul style="list-style-type: none"> • Chronological skills

Year 4	
Place some historical periods in a chronological framework	<ul style="list-style-type: none"> • Chronological skills
Use historic terms related to the period of study	<ul style="list-style-type: none"> • Chronological skills
Use sources of information in ways that go beyond simple observations to answer questions about the past	<ul style="list-style-type: none"> • enquiry skills
Use a variety of resources to find out about aspects of life in the past	<ul style="list-style-type: none"> • enquiry skills
Understand that sources can contradict each other	<ul style="list-style-type: none"> • interpretation skills
Communicate his/her learning in an organised and structured way, using appropriate terminology	<ul style="list-style-type: none"> • Organisation skills

Year 5	
Use dates to order and place events on a timeline	<ul style="list-style-type: none"> • Chronological skills
Compare sources of information available for the study of different times in the past	<ul style="list-style-type: none"> • enquiry skills
	<ul style="list-style-type: none"> • interpretation skills

Make comparisons between aspects of periods of history and the present day	
Understand that the type of information available depends on the period of time studied	<ul style="list-style-type: none"> • interpretation skills
Evaluate the usefulness of a variety of sources	<ul style="list-style-type: none"> • interpretation skills
Present findings and communicate knowledge and understanding in different ways	<ul style="list-style-type: none"> • Organisation skills
Provide an account of a historical event based on more than one source	<ul style="list-style-type: none"> • Organisation skills
Give some reasons for some important historical events	<ul style="list-style-type: none"> • Describing and reasoning skills

Year 6	
Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	<ul style="list-style-type: none"> • enquiry skills
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	<ul style="list-style-type: none"> • enquiry skills
Understand how our knowledge of the past is constructed from a range of sources	<ul style="list-style-type: none"> • enquiry skills
Make confident use of a variety of sources for independent research	<ul style="list-style-type: none"> • enquiry skills
Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies	<ul style="list-style-type: none"> • Describing and reasoning skills
Note connections, contrasts and trends over time and show developing appropriate use of historical terms	<ul style="list-style-type: none"> • Describing and reasoning skills
Describe changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> • Describing and reasoning skills
Describe the Roman Empire and its impact on Britain	<ul style="list-style-type: none"> • Describing and reasoning skills

Describe Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> • Describing and reasoning skills
Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> • Describing and reasoning skills
Describe a local history study	<ul style="list-style-type: none"> • Describing and reasoning skills

Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	<ul style="list-style-type: none"> • Describing and reasoning skills
Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<ul style="list-style-type: none"> • Describing and reasoning skills
Describe a study of Ancient Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> • Describing and reasoning skills
Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	<ul style="list-style-type: none"> • Describing and reasoning skills
Use evidence to support arguments	<ul style="list-style-type: none"> • Describing and reasoning skills