



Key Stage 1 - History Skills

Chronological awareness

Year 1

Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).

Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).

Sequencing three or four artefacts/ photographs from different periods of time.

Placing events on a simple timeline.

Recording on a timeline a sequence of historical stories heard orally.

Year 2

Sequencing six artefacts on a timeline.

Sequencing up to six photographs, focusing on the intervals between events.

Placing events on a timeline, building on times studied in Year 1.

Beginning to recognise how long each event lasted.

Knowing where people/events studied fit into a chronological framework.

Disciplinary concepts

Year 1

Beginning to look for similarities and differences over time in their own lives.

Describing simple changes and ideas/ objects that remain the same.

Understanding that some things change while other items remain the same and some are new.

Asking why things happen and beginning to explain why with support.

Being aware that some things have changed and some have stayed the same in their own lives.

Recalling special events in their own lives.

Using artefacts, photographs and visits to museums to answer simple questions about the past.

Finding answers to simple questions about the past using sources (e.g. artefacts).

Sorting artefacts from then and now.

Beginning to identify different ways to represent the past (e.g. photos, stories).

Developing their own interpretations from historical artefacts.

Year 2

Identifying similarities and difference between ways of life at different times.

Identifying simple reasons for changes.

Asking questions about why people did things, why events happened and what happened as a result.

Recognising why people did things, why events happened and what happened as a result.

Knowing some things which have changed / stayed the same as the past.

Finding out about people, events and beliefs in society.

Making comparisons with their own lives.

Discussing who was important in a historical event.

Using artefacts, photographs and visits to museums to ask and answer questions about the past.

Making simple observations about a source or artefact.

Using sources to show an understanding of historical concepts (see above).

Identifying a primary source.

Recognising different ways in which the past is represented (including eye-witness accounts).

Comparing pictures or photographs of people or events in the past.

Developing their own interpretations from photographs and written sources.

Historical enquiry

Year 1

Asking how and why questions based on stories, events and people.

Asking questions about sources of evidence (e.g. artefacts).

Using sources of information, such as artefacts, to answer questions.

Drawing out information from sources.

Making simple observations about the past from a source.

Interpreting evidence by making simple deductions .

Making simple inferences and deductions from sources of evidence.

Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).

Drawing simple conclusions to answer a question.

Communicating findings through discussion and timelines with physical objects/ pictures.

Using vocabulary such as - old, new, long time ago.

Discussing and writing about past events or stories in narrative or dramatic forms.

Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)

Year 2

Asking a range of questions about stories, events and people.

Understanding the importance of historically-valid questions.

Understanding how we use books and sources to find out about the past.

Using a source to answer questions about the past.

Evaluating the usefulness of sources to a historical enquiry.

Selecting information from a source to answer a question.

Identifying a primary source.

Making links and connections across a unit of study.

Selecting and using sections of sources to illustrate and support answers.

Making simple conclusions about a question using evidence to support.

Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).

Using relevant vocabulary in answers.

Describing past events and people by drawing or writing.

Expressing a personal response to a historical story or event through discussion, drawing our writing.

Key Stage 2 - History Skills

Chronological awareness

Lower KS2

Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.

Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

Using BC/AD/Century.

Sequencing eight to ten artefacts, historical pictures or events.

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

Making a simple individual timeline

Disciplinary concepts

Lower KS2

Identifying reasons for change and reasons for continuities.

Identifying what the situation was like before the change occurred.

Comparing different periods of history and identifying changes and continuity.

Describing the changes and continuity between different periods of history.

Identifying the links between different societies.

Identifying the consequences of events and the actions of people.

Identifying reasons for historical events, situations and changes.

Identifying similarities and differences between periods of history.

Explaining similarities and differences between daily lives of people in the past and today.

Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Recalling some important people and events. Identifying who is important in historical sources and accounts.

Using a range of sources to find out about a period.

Using evidence to build up a picture of a past event.

Observing the small details when using artefacts and pictures.

Identifying sources which are influenced by the personal beliefs of the author.

Identifying and giving reasons for different ways in which the past is represented.

Identifying the differences between different sources and giving reasons for the ways in which the past is represented.

Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.

Evaluating the usefulness of different sources.

Independently using textbooks to gain historical knowledge.

Historical enquiry

Lower KS2

Understanding how historical enquiry questions are structured.

Creating historically-valid questions across a range of time, cultures and groups of people.

Asking questions about the main features of everyday life studied, e.g. how did people live.

Creating questions for different types of historical evidence.

Asking questions about the bias of historical evidence.

Using a range of sources to construct knowledge of the past.

Defining the terms 'source' and 'evidence'.

Extracting the appropriate information from a historical source.

Selecting and recording relevant information from a range of sources to answer a question.

Identifying primary and secondary sources.

Identifying the bias of a source.

Comparing and contrasting different historical sources.

Understanding that there are different ways to interpret evidence.

Interpreting evidence in different ways.

Understanding and making deductions from documentary and concrete evidence e.g. pictures and artefacts.

Making links and connections across a period of time, cultures and groups.

Asking the question "How do we know?"

Understanding that there may be multiple conclusions to a historical enquiry question.

Reaching conclusions that are substantiated by historical evidence.

Recognising similarities and differences between past and present.

Communicating knowledge and understanding through discussion, debates, drama, art and writing.

Constructing answers using evidence to substantiate findings.

Identifying weaknesses in historical accounts and arguments.

Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or perform a story.

Creating a structured response or narrative to answer a historical enquiry.

Describing past events orally or in writing, recognising similarities and differences with today.

Key Stage 2 - History Skills

Chronological awareness

Upper KS2

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Understanding the term "century" and how dating by centuries works.
- Putting dates in the correct century.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline.
- Relating current study on timeline to other periods of history studied.
- Comparing and making connections between different contexts in the past.
- Sequencing 10 events on a timeline.

Disciplinary concepts

Upper KS2

- Making links between events and changes within and across different time periods / societies.
- Identifying the reasons for changes and continuity.
- Describing the links between main events, similarities and changes within and across different periods/ studied.
- Describing the links between different societies.
- Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.
- Analysing and presenting the reasons for changes and continuity.
- Giving reasons for historical events, the results of historical events, situations and changes.
- Starting to analyse and explain the reasons for, and results of historical events, situations and change.
- Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Making links with different time periods studied.
- Describing change throughout time.
- Recalling some important people and events.
- Identifying who is important in historical sources and accounts.
- Identifying significant people and events across different time periods.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.
- Recognising primary and secondary sources.
- Using a range of sources to find out about a particular aspect of the past.
- Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Describing how secondary sources are influenced by the beliefs, cultures and time of the author.
- Comparing accounts of events from different sources.
- Suggesting explanations for different versions of events.
- Evaluating the usefulness of historical sources.
- Identifying how conclusions have been arrived at by linking sources.
- Developing strategies for checking the accuracy of evidence.
- Addressing and devising historically valid questions.
- Understanding that different evidence creates different conclusions.
- Evaluating the interpretations made by historians.

Historical enquiry

Upper KS2

- Planning a historical enquiry.
- Suggesting the evidence needed to carry out the enquiry.
- Identifying methods to use to carry out the research.
- Asking historical questions of increasing difficulty e.g. why, when, where, how and with what results?
- Creating a hypothesis to base an enquiry on.
- Asking questions about the interpretations, viewpoints and attitudes held by others.
- Using different sources to make and substantiate historical claims.
- Developing an awareness of the variety of historical evidence across different periods of time.
- Distinguishing between fact and opinion.
- Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry.
- Using a range of different historical evidence to dispute or support claims or perspectives of others.
- Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creator of the source.
- Interpreting evidence in different ways using evidence to substantiate statements.
- Making increasingly complex interpretations using more than one source of evidence.
- Challenging existing interpretations of the past using interpretations of evidence.
- Making connections, drawing contrasts and analysing within and across time.
- Beginning to interpret simple statistical sources.
- Reaching conclusions which are increasingly complex and substantiated by a range of sources.
- Evaluating conclusions and identifying ways to improve conclusions.
- Communicating knowledge and understanding in an increasing number of ways, including discussion, debates, drama, writing, blog posts and podcasts.
- Showing written and oral evidence of continuity and change as indicating simple causation.
- Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.
- Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.