



Progression of Skills

History:

The Charing history curriculum is underpinned by four strands of learning Investigate and interpret the past, an overview of world history, understand chronology and communicate historically.

	KS1	Lower KS2	Upper KS2
Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers about the past</p> <p>Ask questions such as 'what was it like for people, what happened, how long ago'</p> <p>Identify some different ways the past has been represented</p> <p>Use artefacts, pictures, stories, online resources and databases to find information about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past</p> <p>Suggest suitable sources of evidence for historical enquiries</p> <p>Use more than one source of evidence for historical enquiry in order to gain more accurate understanding of history</p> <p>Describe different accounts of a historical events and explain why the accounts may differ</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past</p> <p>Select suitable sources of evidence giving reasons for choices</p> <p>Use sources of information to form testable hypothesis about the past</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must show and understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
Overview of world history	<p>Describe historical events</p> <p>Describe significant people from the past</p> <p>Recognise there are reasons people in the past acted as they did.</p>	<p>Describe changes that have happened in the locality of the school throughout history</p> <p>Give a broad overview of life in Britain from Ancient to Medieval times</p> <p>Compare some of the time studies with those of other areas of interest around the world</p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p>	<p>Identify continuity and change within the history and locality of the school</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the time studied with those of other areas of interest around the world</p> <p>Describe the social, ethnic or religious diversity of a past society</p>



		Describe the characteristic features of the past including: ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past including: ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology	Place events and artefacts in order on a time line Label time lines with words and phrases such as past, present, older and newer Use dates where appropriate Recount changes that have occurred in their own lives.	Place events, artefacts and historical figures on a time line including dates Understand the concept of change over time, representing this along with evidence on a time line Use dates and terms to describe events.	Describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change Understand the concept of continuity and change over time representing them along with evidence on a time line. Use dates and terms accurately in describing events.
Communicate historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years, decades and centuries to describe the passing of time Show an understanding of concepts such as: nation and nation's history, civilisation, monarchy, parliament, democracy, war and peace.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills in order to communicate information about the past.	Use appropriate historical vocabulary including the following: dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past Use original ways to present information and ideas.