



KS2 Progression of Historical Skills at Preston Candover CE Primary School

Skills	By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of year 4	By the end of year 5	By the end of year 6
Chronology	Creates simple timelines to sequence processes, events, objects within their own experience Confidently use vocabulary from the past.	Realises that historians use dates to describe events. Use phrases to describe intervals of time eg before, after, at the same time etc	Uses and understands phrases such as 'over three hundred years ago' and AD/BC BCE/CE	Begin to understand historical periods overlap and vary in length Uses precise chronological vocabulary	Understands past civilisations overlap with others in different parts of the world and that their durations vary	Can accurately place civilisations/ periods studied in chronological order and can take account of overlap in duration and intervals between them.
Characteristic Features	Recognises that buildings, clothing, transport or technology could be different in the past Show awareness of significant features not seen today	Recognises and describes, in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.	Can describe main features associated with the period, mostly using period specific language	Can give examples and explanation that not everyone in the past lived in the same way. Consistently uses period specific language.	Understands, identifies and makes links between significant characteristics of the period and others studied previously	Can contrast and make significant links between periods studied. Gives reasoned explanations with reference to some examples of connections between different ways of life in different civilisations
Continuity and Change	Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary	Can talk about similarities and differences not just between then and now but between <i>then</i> and <i>another then</i>	Can describe that some changes in history over a period of time and that some things stay the same.	Can describe and give examples of a range of changes at particular points whilst some things remained the same.	Can give simple examples of why change happened during particular events and understands that there is usually a combination of reasons for change. Understands that change impacts people in different ways.	Understands that changes in different periods and civilisations can be connected. Has an overview of the kind of things that impact on history and the kinds of things impacting change significantly.
Cause and Consequence	Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	Can describe the causes and/or consequences of important historical events offering more than one example of the results	Can describe with simple examples different types of causes seeing that events happen for different reasons not just for human actions	Can explain consequences in terms of immediate and longer term effects and that people acted differently. Can link causes making an event much more likely to happen.	Can explain causes and consequence of complex events in a simple way
Historical Significance	Can recognise and describe special times or events for family or friends	Can recognise and talk about who was important eg in a simple historical account	Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time/over time)	Can identify significance reveals something about history or contemporary life	Can use the criteria to make judgements as to the significance of events, people, developments within a particular historical narrative.	Can make judgements about historical relevance against criteria. Recognises that historical significance varies over time and by the interpretations of those writing about the significance.
Historical Interpretation	Can identify and talk about different accounts of real historical situations.	Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source).	Can recognise differences between versions of the same event and give a simple explanation about why we might have more than one version.	Can describe how different interpretations arise. Understands that historical understanding is continuously being revised and re-written	Understands that different events from the past emerge for various different reasons; different people may give different emphasis. Understands that some interpretations are more reliable than others	Understands that all history is in some way is an interpretation and can identify a range of reasons for this. Understands that interpretations can be questioned due to the grounds of the evidence to support them or due to the aims of the creator (eg propaganda)
Historical Enquiry	Can talk about similarities and differences between two or more historical sources using simple historical terms. Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc	Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story.	Can describe in simple terms how sources reveal important information about the past. Recognises that the absence of sources can make it difficult to draw conclusions	Can describe and questions origins and purposes of sources using knowledge of periods and civilisations. Asks perceptive questions Knows how to find, select and utilise suitable information to form an opinion	Can explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events and periods studied	Can construct reasoned arguments about events, periods and civilisations studied. Questions source reliability with reference to the period and or the provenance of the source, considering why different sources may give conflicting information and offer reasons for this