Progression of Historical Key Skills and Concepts

	Early Years	Key Stage I	Key Stage II
Chronological knowledge / understanding (including characteristic features of periods)	• Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in the lives of family members.	• Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework. • Identify similarities / differences between periods	• Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied Note connections, contrasts and
Historical terms eg empire, peasant	• Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	• Use a wide vocabulary of everyday historical terms	• Develop the appropriate use of historical terms
Historical enquiry - Using evidence / Communicating ideas	• Be curious about people and show interest in stories • Answer 'how' and 'why' questions … in response to stories or events. • Explain your own knowledge and understanding, and ask appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain	• Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding	• Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by … · Selecting and organising relevant historical information
Interpretations of history	•	• Identify different ways in which the past is represented	• Understand that different versions of the past may exist, giving some reasons for this
Continuity and change in and between periods	• Look closely at similarities, differences,	• Identify similarities / differences between ways of	• Describe / make links between main events, situations

	patterns and change • Develop understanding of growth, decay and changes over time	life at different times	and changes within and across different periods/societies
Cause and consequence	• Question why things happen and give explanations	• Recognise why people did things, why events happened and what happened as a result	• Identify and give reasons for, results of, historical events, situations, changes
Similarity / Difference within a period/situation (diversity)	• Know about similarities and differences between themselves and others, and among families, communities and traditions	• Make simple observations about different types of people, events, beliefs within a society	• Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events / people	• Recognise and describe special times or events for family or friends	• Talk about who was important e.g. in a simple historical account	• Identify historically significant people and events in situations