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| **Abbey KS1 History Progression of Skills** https://img.cdn.schooljotter2.com/sampled/12845791/100/100/nocrop/ |
| **Year group** | **Subject content** | **Historical chronology** | **Historical concepts**  | **Historical interpretation** | **Historical enquiry** | **Historical communication** |
|  |  | *A coherent narrative, knowledge and understanding of Britain’s past and the wider world from the earliest times to the present day, how people’s lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.*  | *To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.* *To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.*  | *To think critically, weigh evidence, sift arguments, and develop perspective and judgement.**To discern how and why contrasting arguments and interpretations of the past have been constructed.**To gain historical perspective by placing growing knowledge into different contexts. To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.*  | *To inspire pupils’ curiosity to know more about the past and ask perceptive questions.  To frame historically-valid questions. To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.* | *To create their own structured accounts, including written narratives and analyses.**To use appropriate historical words and phrases relating to**the passing of time.**To gain and deploy a historically grounded understanding of abstract terms.*  |
| By the end of KS1: |
| 1 | To know about changes within living memory revealing an aspects of change in national life. To know about significant historical events, people and places in their own locality.To know the lives of significant individuals in the past who have contributed to national and international achievements. | To know where the people and events studied fit on a basic timeline.To talk about a few similarities and differences between ways of life at different times. To name a few people in the past who have contributed to national and international achievements.To put a few objects / events in order. | To identify similarities and differences between different times.To talk about some of the people or events studied.To give more than one cause of an event and give a reason why people acted as they did. To reflect on the significance of what they have learnt about the past. | To have an awareness of the past.To comment on what or how they have found things out.To talk about some ways the past has been presented or described.To understand the importance of basing ideas on evidence.To begin to develop the skills of presenting an idea.To raise some simple questions about the past.  | To analyse artefacts.To ask questions and consider how you might find the answers.To develop skills to study history by hypothesising, asking questions and investigating.To show knowledge and understanding of key features of events or people’s lives studied by choosing and using parts of stories or other sources of information.  | To use common words and phrases relating to passing of time.To talk about a time before they were born.To compare aspects of life in different periods linked to significant people using everyday historical terms.To recount stories accurately and explain why some people and events were important. |
| 2 | To know events beyond living memory that are significant nationally or globally.To know the lives of significant individuals in the past who have contributed to national and international achievements.To compare aspects of life in different time periods through the study of significant individuals. |
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