

# *History*

Progression of knowledge and skills

<p style="text-align: center;"><b>EYFS: Reception</b></p>	<p><b>Understanding the world:</b> <b>Development matters and Early Learning Goals</b></p>
<p>Beginning to sequence events when describing them (e.g. daily routines, events in a story).</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (e.g. birthday).</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”)</p> <p>Recounting activities that happened in their past using photos as a prompt.</p>	<p><b>Reception:</b> Name and describe people who are familiar to them.</p> <p><b>Reception:</b> Talk about members of their immediate family and community.</p> <p><b>Reception:</b> Compare and contrast characters from stories, including figures from the past.</p>
<p>To know that someone’s age is the time since they were born.</p> <p>To know that they started life s a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents (beginning to understand the concept of generations).</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p>	<p><b>Reception:</b> Comment on images of familiar situations in the past.</p>

<b>Year 1</b>	<b>Year 2</b>	<b>National curriculum - end of KS1</b>
<p>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</p> <p>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p> <p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p>Sequencing six artefacts on a timeline.</p> <p>Sequencing six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Understanding generation in a family context.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>
<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p> <p>To know that 'generation' means a group of people that are born in the same period.</p>	<p>They should know where the people and events they study fit within a chronological framework...</p>

<p><b>Lower key stage 2</b></p>	<p><b>Upper key stage 2</b></p>	<p><b>National curriculum - end of KS2</b></p>
<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Understanding the term “century” and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>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</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing 10 events on a timeline.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>

<p><b>Lower Key stage 2</b></p>	<p><b>Upper Key stage 2</b></p>	<p><b>National curriculum - end of KS2</b></p>
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know 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.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>

<p><b>EYFS: Reception</b></p>	<p><b>Understanding the world:</b> <b>Development matters and Early Learning Goals</b></p>
	<p><b>Reception:</b> Name and describe people who are familiar to them.</p> <p><b>Reception:</b> Talk about members of their immediate family and community.</p> <p><b>Reception:</b> Compare and contrast characters from stories, including figures from the past.</p>
	<p><b>Reception:</b> Comment on images of familiar situations in the past.</p>

Sub-strand	Year 1	Year 2	The national curriculum for history aims to ensure that all pupils:
<p><b>Power (monarchy, government and empire)</b></p>		<p>To know that a monarch is a king, queen, emperor or sultan.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p>	<p>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p>
<p><b>Achievements and follies of mankind</b></p>	<p>To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)</p> <p>To know some achievements and discoveries of significant individuals (e.g. explorers).</p>	<p>To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).</p> <p>To know the legacy and contribution of some inventions (e.g. flight).</p> <p>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).</p>	

\*Please note: the other substantive concepts are introduced in Key stage 2.

Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum aim
<p><b>Power (monarchy, government and empire)</b></p>	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To know who became the first ruler of the whole of England.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p>	<p>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p>
<p><b>Invasion, settlement and migration</b></p>	<p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p> <p>To know about the negative and positive experiences that migrants to Britain face.</p>	



Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum aim
<p><b>Civilisation (social and cultural)</b></p>	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>	<p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p>	<p>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p>
<p><b>Trade</b></p>	<p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p>	<p>To know that trade routes from Britain expanded across the world.</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of the slave trade and its impact on the people who were slaves.</p> <p>To understand the development of global trade.</p>	

Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum aim
<b>Beliefs</b>	<p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p>	<p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>	<p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>
<b>Achievements and follies of mankind</b>	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p> <p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p> <p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p> <p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p>	

Sub-strand	Year 1	Year 2	National curriculum - end of KS1
<p><b>Change and continuity</b></p>	<p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p>	<p>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
	<p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p> <p>To know that everyday objects have changed over time.</p>	<p>To know that daily life has changed over time but that there are some similarities to life today.</p>	
<p><b>Cause and consequence</b></p>	<p>Asking why things happen and beginning to explain why with support.</p>	<p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p>	
	<p>To know that everyday objects have changed as new materials have been invented.</p>	<p>To know that changes may come about because of improvements in technology.</p>	
<p><b>Similarities and differences</b></p>	<p>Being aware that some things have changed and some have stayed the same in their own lives.</p>	<p>Knowing some things which have changed / stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p>	
	<p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p>	

Sub-strand	Year 1	Year 2	National curriculum - end of KS1
<p><b>Historical significance</b></p>	<p>Recalling special events in their own lives.</p>	<p>Discussing who was important in a historical event.</p>	<p>They should know where the people and events they study fit within a chronological framework</p>
	<p>To know that some people and events are considered more 'special' or significant than others.</p>	<p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>	
<p><b>Sources of evidence</b></p>	<p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Identifying a primary source.</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>
	<p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	
<p><b>Historical interpretations</b></p>	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Developing their own interpretations from historical artefacts.</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p>	<p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
	<p>To know that the past can be represented in photographs.</p>	<p>To know that the past is represented in different ways.</p>	

Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2
<p><b>Change and continuity</b></p>	<p>Identifying reasons for change and reasons for continuities.</p> <p>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the links between different societies.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p>	<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
	<p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p>	<p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p>	
<p><b>Cause and consequence</b></p>	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p>	<p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p>	
	<p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p>	<p>To know that members of society standing up for their rights can be the cause of change.</p>	

Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2
<b>Similarities and differences</b>	<p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p>	<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
<b>Historical significance</b>	<p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p>	<p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p> <p>Explain the significance of events, people and developments.</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>To know how historians select criteria for significance and that this changes.</p>	
<b>Sources of evidence</b>	<p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p>	<p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p> <p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p>	<p>They should understand how our knowledge of the past is constructed from a range of sources.</p>

Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2
<p><b>Sources of evidence (continued...)</b></p>	<p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know that the most reliable sources are primary sources which were created for official purposes.</p>	<p>They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p><b>Historical interpretations</b></p>	<p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Independently using textbooks to gain historical knowledge.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p> <p>Evaluating the interpretations made by historians.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

<b>Sub-strand</b>	<b>Year 1</b>	<b>Year 2</b>	<b>National curriculum - end of KS1</b>
<b>Posing historical questions</b>	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p> <p>Evaluating how reliable a source is.</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>
<b>Gathering, organising and evaluating evidence</b>	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p>	<p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Identifying a primary source.</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>



Sub-strand	Year 1	Year 2	National curriculum - end of KS1
<p><b>Interpreting findings, analysing and making connections</b></p>	<p>Interpreting evidence by making simple deductions .</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and using sections of sources to illustrate and support answers.</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>
<p><b>Evaluating and drawing conclusions</b></p>	<p>Drawing simple conclusions to answer a question.</p>	<p>Making simple conclusions about a question using evidence to support.</p>	
<p><b>Communicating findings</b></p>	<p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as - old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>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.)</p>	<p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>They should use a wide vocabulary of everyday historical terms.</p>

Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2
<p><b>Posing historical questions</b></p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p> <p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>	<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>
<p><b>Gathering, organising and evaluating evidence</b></p>	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p>	<p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

Sub-strand	Lower key stage 2	Upper key stage 2	National curriculum - end of KS2
<p><b>Interpreting findings, analysing and making connections</b></p>	<p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question “How do we know?”</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, draw contrasts and analyse within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p>	<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
<p><b>Evaluating and drawing conclusions</b></p>	<p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p>	<p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p>	<p>They should understand how our knowledge of the past is constructed from a range of sources.</p>
<p><b>Communicating findings</b></p>	<p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicating simple causation.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>