

	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
<b>A progression of the key Historical skills and understanding, as set out in the Purpose of Study and Aims of the National Curriculum</b>	<b>A coherent narrative, knowledge and understanding of Britain's past and the wider world</b> from the earliest times to the present day, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. To know & understand significant aspects of the history of the wider world: the nature of ancient civilisations; expansion & dissolution of empires; characteristic features of past non-European societies; achievements/follies of mankind.	<b>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.</b> To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.	<b>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</b> To discern how and why contrasting arguments and interpretations of the past have been constructed To gain historical perspective by placing their growing knowledge into different contexts. To understand the connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	<b>To inspire pupils' curiosity to know more about the past and ask perceptive questions.</b> To frame historically-valid questions To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	<b>To create their own structured accounts, including written narratives and analyses.</b> To use appropriate historical words and phrases relating to the passing of time. To gain and deploy a historically grounded understanding of abstract terms
<b>Emerging knowledge, skills and concepts</b>	I can tell the past is different from today I know my life is different from the lives of people in the past. I can put 2 events or objects in the correct order they happened or were made	I can recall some simple facts I can give one cause of an event	I may be able to give you my own view on why something happened in the past or how I know.	I can find answers to simple questions in a piece of writing or from a picture.	I show awareness of the past. I can tell you about the past in 1 way (E.g. orally, using common words & phrases relating to the passing of time or drawing etc.).
<b>Expected by the end of KS1 Year 2</b>	I know where the people and events I have studied fit on a basic timeline. I can tell you a few similarities and differences between ways of life at different times. I can name a few people in the past who have contributed to national and international achievements. I can put a few objects or events in the correct order they happened.	I can tell you about some of the people or events from my work I can give more than one cause of an event and give a reason why people in the past acted as they did..	I understand some of the ways in which we find out about the past. I can tell you a few ways how the past has been presented or described.	I can ask and answer questions, choosing & using parts of stories and other sources of information to show I know and understand key features of events.	using common words & phrases relating to passing of time I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms
<b>Expected by the end of lower KS2 Year 4</b>	I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. I can tell you a range of similarities/ differences between different times in the past in the periods covered so far.	I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts eg. change, cause, similarity, difference, and significance.	I can describe how the past can be represented or interpreted in a few different ways.	I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences.	I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.
<b>Expected by the end of KS2 Year 6</b>	I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can tell the story of events within and across the time periods I have studied. I can identify specific changes within and across different periods over a long arc of development.	I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity.	I can explain that the past can be represented or interpreted in many different ways. I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias.	I can devise my own historically valid questions. I know how our knowledge of the past is constructed from a range of sources. I carefully select and organise relevant historical information from a range of historical sources of information.	I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. century, decade

<p><b>Exceeding the expected knowledge, skills and concepts by the end of KS2</b></p>	<p>I can make some detailed links between features of past societies and periods I can explain how history 'fits together' &amp; events from one time period affect another.</p> <p>I can make detailed links between and across features of past societies and across different historical periods</p>	<p>I can describe and make links between events/changes and give reasons for and results of these events and changes. I can explain most of the causes and results, showing links between them. I may understand that there were different types of causes of an event I may be able to suggest the most important cause or result.</p>	<p>I can suggest reasons for different interpretations of events, people and changes.</p> <p>I can describe and begin to explain different historical interpretations of events, people and changes</p>	<p>I can judge the value of sources and identify those that are useful for answering a question.</p> <p>I may be able to identify and make detailed use sources of information to help me reach and support a conclusion.</p>	<p>I can select and organise information to produce structured written work that uses correct dates and terms.</p> <p>I can select, organise and arrange relevant information to produce structured written work that uses correct dates and terms</p>
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