



## Nether Stowey Primary School History Skills Progression – KS2

	KS2				
	Year 3	Year 4	Year 5	Year 6	End of Key Stage expectation
<p><b>Chronological understanding</b></p> 	<p>Am I beginning to use dates and historical terms to describe events?</p> <p>Am I beginning to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates?</p> <p>Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p>	<p>Can I use dates and historical terms to describe events?</p> <p>Can I use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can I place events, artefacts and historical figures on a timeline using dates?</p> <p>Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p>	<p>Can I use dates and historical terms more accurately in describing events?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</p> <p>Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)?</p> <p>Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change?</p> <p>Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?</p> <p>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?</p> <p>Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</p>	<p>Can I use dates and historical terms accurately in describing events?</p> <p>Can I place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc?</p> <p>Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?</p> <p>Can I identify periods of rapid change in history and contrast them with times of relatively little change?</p> <p>Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?</p> <p>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?</p> <p>Can I make connections and contrasts between different</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>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>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>

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			Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?	time periods studied and talk about trends over time? Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?	
<p>Historical knowledge and interpretation</p> 	<p>Am I beginning to give reasons why certain events happened as they did in history? Can I begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Am I beginning to describe changes that have happened in the locality of the school throughout history? Am I beginning to compare some of the times studied with those</p>	<p>Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of</p>	<p>Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe with some detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I appreciate that significant events in history</p>	<p>Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe in detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?</p>	As above.

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	<p>of other areas of interest around the world?</p> <p>Am I beginning to describe the social, cultural or religious diversity of past societies?</p> <p>Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?</p> <p>Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I talk about the causes and consequences of some of the main events and changes in history?</p> <p>Can I use literacy, numeracy and computing skills to communicate information about the past?</p>	<p>past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I suggest causes and consequences of some of the main events and changes in history?</p> <p>Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>have helped shape the country we have today?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past society?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?</p> <p>Can I use original ways to present information and ideas?</p>	<p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I identify continuity and change in the history of the locality of the school?</p> <p>Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world?</p> <p>Can I describe the social, ethnic, cultural or religious diversity of past society?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past?</p> <p>Can I use original ways to present information and ideas?</p>	
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## Nether Stowey Primary School History Skills Progression – KS2

### Historical enquiry



Am I beginning to use evidence to ask questions and find answers to questions about the past? Am I beginning to suggest suitable sources of evidence for historical enquiry?  
 Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?  
 Am I beginning to use research skills in finding out facts about the time period I am studying?  
 Am I beginning to compare and contrast different forms of evidence in my research?  
 Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?

Can I use evidence to ask questions and find answers to questions about the past?  
 Can I suggest suitable sources of evidence for historical enquiry?  
 Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?  
 Can I use my research skills in finding out facts about the time period I am studying?  
 Through my research, can I compare and contrast different forms of evidence?  
 Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?

Can I devise historical questions about the period I am studying?  
 Can I seek out and analyse range of evidence in order to justify claims about the past?  
 Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question?  
 Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?  
 Can I use some different sources of evidence to deduce information about the past?  
 Can I select suitable sources of evidence, sometimes giving reasons for choices?  
 Can I give a reason to support an historical argument?

Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?  
 Can I seek out and analyse a wide range of evidence in order to justify claims about the past?  
 Can I use sources of information to form testable hypotheses about the past?  
 Can I understand that no single source of evidence gives the full answer to questions about the past?  
 Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past?  
 Can I select suitable sources of evidence, giving reasons for choices?  
 Can I give more than one reason to support an historical argument?

As above.