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| History SKILLS REC to Y6 | | | | | | | |
|  | EYFS Skills | Key Stage 1 Skills | | Lower Key Stage 2 Skills | | Upper Key Stage 2 Skills | |
|  | End of REC  Expectations | End of Year 1  Expectations | End of Year 2  Expectations | End of Year 3 Expectations | End of Year 4  Expectations | End of Year 5 Expectations | End of Year 6 Expectations |
| ASPECT | Average age 5 years 6 months | Average age 6yrs 6months | Average age 7years 6 months | Average age  8years 6 months | Average age 9 years 6 months | Average age 10 years 6 months | Average age 11 years 6 months |
| Similarities and differences | n/a | Begin to describe similarities and differences between historical artefacts and pictures | Describe how their own life is different from past generations of their own family | Describe how their own lives are similar or different to children living in past times | Compare two periods of history identifying similarities and differences between them | Make connections between two periods of history to begin to develop historical perspective | Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective |
| Vocabulary | n/a | Use simple vocabulary to describe the passing of time e.g. now, before, after, then, long ago | Use further terms associated with the past e.g. year, decade and century | Use appropriate historical vocabulary to describe key features of a time | Begin to use abstract terms e.g. empire, civilisation, parliament, peasantry and heptarchy | Make appropriate use of historical terms in discussion and understand concepts e.g. local, regional, national, and international | Use in context and understand terms relating to different types of history e.g. culture, economic, military, political, religious and social |
| Chronology | **Children talk about past and present events in their own lives and in the lives of family members** | Begin to order artefacts and pictures from significantly different time periods | Order events in a period of history studied and begin to recall the dates of important festivals or celebrations | Show developing understanding of chronology by beginning to realise that the past can be divided into different influenced change | Place different periods of time on a timeline and remember key historical facts and some dates from a period studied | Independently place historical events or change on a timeline remembering key facts from a period of history studied | Create, from memory, a timeline from dates/eras showing knowledge of how to check for accuracy |
| Significant individuals | n/a | Sequence the story of a significant historical figure | US eth stories of famous historical figures to compare aspects of life in different times | Explain how a significant figure of a period influenced change | Explain how significant historical figures contributed to national and international achievements in a variety of eras | Describe a significant individual or movement has influenced the UK or wider world | Describe how their lives have been influenced by a significant individual or movement |
| Local History | n/a | Describe, in simple terms, the importance of a local place or landmark | Describe how people, places and events in their own locality have changed over time | Describe how national changes affected their locality | Describe the impact of international events e.g. war on the local area | Use a range of local history resources to describe how an event e.g. the Black Death affected a local town or village | Suggest and research information sources required to present an in-depth study of a local town or city |
| Continuity and change | **Children talk about past and present events in their own lives and in the lives of family members** | Compare own life and interests now their babyhood e.g. clothes, toys, food, size, abilities recalling a significant memory from the past | Describe changes in the local area during their own lifetime and that of their parents and grandparents | Describe some of the main changes in Britain resulting from an event e.g. an invasion or war | Explain the impact of a significant historical figure on life in Britain | Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world | Provide reasons for and outcomes of the main events and changes in historical periods showing factual knowledge of aspects of Britain and the wider world |
| Cause and consequence | n/a | Describe in simple terms why a significant individual acted the way they did | Begin to understand cause and effect by looking at a significant individual’s actions and what happened as a result | Express an opinion on whether a person or event had a positive or negative impact on life in Britain | Explain that an event can have more than one cause | Explain why people acted as they did e,g, why Henry VIII married many times in order to produce an heir to the throne | Describe the negative or positive impact of a period of history on contemporary society |
| Historical questions | **Children talk about past and present events in their own lives and in the lives of family members** | Ask and respond to simple questions about the past, using sources of information | Ask and answer questions about a range of historical sources | Suggest useful research questions | Ask and answer more complex questions through independent research | Follow independent lines of enquiry and make informed responses based on this | Independently investigate a complex historical research question |
| Recording | n/a | Retell a story or significant event from their own past | Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings | Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people | Choose the best way to record a range of historical information giving reasons for their choice | Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations | Select, organise, summarise and present relevant information, from a wide range of sources in the most effective way for a given purpose |
| Historical enquiry | **Children talk about past and present events in their own lives and in the lives of family members** | Use simple source material e.g. photograph to answer questions about an event beyond living memory | Build a bigger picture of a historical period using a range of source material | Choose the most important source material for a task, showing awareness of a range of sources | Use a range of source materials to answer questions about the past which go beyond simple observations | Describe how different types of evidence tell us different things about the past e.g. royal portraits versus descriptions and understand why contrasting arguments and interpretations | Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history |