



## KS1 and KS2 Skills Progression Map - Humanities

**Our curriculum for children in KS1 and KS2 builds on the skills acquired in EYFS.**

*By the end of Reception, children will be able to:*

- Talk about similarities and differences between themselves and others and among families, communities and traditions.
- Talk about similarities and differences in relation to places, objects, materials and living things.
- Capture and document a sequence of events or experiences.
- Understand that lives were different in the past.
- Talk about the properties of some materials and suggest some of the purposes they are used for.
- Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
- Know that the environment and living things are influenced by human activity.
- Describe some actions which people in their own community do that helps to maintain the area they live in.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>History skills progression</b>	<b>Chronology</b>	*Sequence events or artefacts into basic chronological order.	*Sequence events and artefacts closer together in time, e.g. photos from different periods of their own lives. *Describe memories of key events in their own lives.	*Place the time period being studied on a timeline. *Sequence events and artefacts. *Use dates and language related to the passing of time.	*Place events from the time period being studied on a timeline. *Use some language related to the time period being studied and begin to date events. *Use more complex terms related to the passing of time.	*Place the time period being studied on a timeline in relation to other time periods already studied. *Know and sequence key events from the time period being studied. *Use language related to the time period being studied.	*Use a range of language related to the time period being studied and relevant dates. *Sequence up to ten events correctly on a timeline.
	<b>Historical Knowledge (Range and Depth)</b>	*Begin to describe some similarities and differences between artefacts. *Use drama to explore why people did things in the past. *Use a range of sources to find out characteristic features of the past.	*Find out about people and events in other times. *Confidently describe some similarities and differences between artefacts. *Use drama to explore how people might have felt in the past (empathy and understanding).	*Find out about people's everyday lives in the period being studied and compare with our lives today. *Identify possible reasons for people's actions. *Study change through the lives of significant individuals/groups.	*Use evidence to construct a picture of life in the time period being studied. *Identify key features and events of the time period being studied. *Look for links between/the effects of other events on events during the time period being studied. *Offer reasonable explanations for why some events happened.	*Make comparisons between different periods of history. *Explore in depth different aspects of the life of different people in the time period being studied (e.g. men and women). *Examine the causes and effects of significant events and their impact on people and life in later periods of history.	*Explore in depth the beliefs, behaviour and characteristics of people from the time period being studied, recognising that not everyone shares the same views and feelings and making comparisons with another time period studied.

	<b>Interpretation</b>	*Begin to identify different ways to represent the past (e.g. photography, spoken testimony).	*Compare images of events or people in the past. *Identify different ways to represent the past.	*Explore a range of ways of representing the period being study, e.g. including cartoons, museum displays etc. *Identify reasons for using different ways of representing the past. * Distinguish between different sources and begin to evaluate their relative usefulness.	*Begin to recognise the limitations of available evidence. * Evaluate the usefulness of different sources.	*Compare accounts of events from different sources and offer some reasons for different versions of events.	*Link sources and work out how conclusions were arrived at. *Be aware that different evidence will lead to different conclusions and know the difference between fact, fiction and opinion. *Consider ways of checking the accuracy of particular interpretations.
	<b>Enquiry</b>	*Sort artefacts into “then” and “now”. *Ask and answer questions related to a range of different sources and objects.	*Sequence artefacts. *Use a source to suggest answers to what, where, who, how and why questions. *Begin to discuss the usefulness of sources. *Use timelines.	*Use a range of sources to find out about a period. *Observe small details in images and on artefacts. *Ask and answer research questions. *Select and record information relevant to the study. *Begin to use the library and e-learning for research.	*Use a combination of, e.g. textbooks and own historical knowledge to answer questions. *Choose relevant material (evidence) to build up a picture of a past event. *Ask a variety of relevant questions. *Use the library and e-learning for research.	*Begin to identify primary and secondary sources. *Use evidence to build up a picture of life in the time period being studied. *Select relevant sections of information to use. *Confidently use the library and e-learning for research.	*Recognise primary and secondary sources. *Use a range of sources to build up a picture of an aspect of the time period being studied. *Suggest omissions from a particular source and draw on other sources to create a more complete account.
	<b>Organisation and Communication</b>	*Create 3-D timelines with objects or sequential pictures. *Draw pictures. *Participate drama/role play. *Write simple reports, labels and recounts, using ICT where relevant.	*Annotate photographs. *Create a class display/“museum”.	*Use a variety of methods to communicate knowledge and understanding, including discussions, pictures, writing, annotations, drama and artwork/models.	*Select data and organise it into a data file to answer historical questions. *Communicate knowledge and understanding in a variety of ways, working independently and as part of a group.	*Communicate knowledge and understanding clearly and effectively, using appropriate language and dates and organising people/events by theme/time. *Show initiative during independent and group work.	*Select an aspect of the time period being studied, plan and produce an extended piece of writing to communicate knowledge and understanding.
<b>Geography skills progression</b>	<b>Enquiry and investigation</b>	*Ask and answer simple geographical questions. *Identify some similarities and differences when studying places and	*Ask and answer simple geographical questions when investigating different places and environments.	*Ask and answer more searching geographical questions when investigating different places and environments.	* Ask and answer more searching geographical questions, including saying how and why. *Describe in detail similarities, differences and patterns when	*Ask and answer questions which are causal and speculative, e.g. Why is that happening in that place? Could it happen here?	*Ask and answer questions that involve a temporal element, e.g. What happened in the past to cause that? How is this likely to change in the future?

		features, e.g. hot and cold places of the world.	*Identify some similarities, differences and patterns, e.g. comparing own lives to the lives of children in other places.	*Describe some similarities, differences and patterns when comparing places and features.	investigating and comparing places, environments and features.	*Recognise specific geographical issues affecting people in different places and environments, describing links and differences between them.	*Make predictions and test simple hypotheses about people, places and geographical issues.
	<b>Fieldwork</b>	*Observe and describe daily weather patterns. *Begin to use simple fieldwork and observational skills when studying the geography of our school and local area.	*Observe and describe seasonal and daily weather patterns. *Use simple fieldwork and observational skills when studying the geography of our school and wider local environment.	*Observe, record and name geographical features in our local environment.	*Observe, record and explain physical and human features of the environment.	*Observe, measure and record physical and human features of the environment using a range of methods, e.g. sketching maps/plans, creating graphs and digital records.	*Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.
	<b>Interpretation</b>	*Begin to use a range of sources, e.g. simple maps, globes, atlases and images. *Recognise that maps have symbols and that these have a meaning.	*Use a range of sources, e.g. simple maps, globes, atlases and aerial photographs to identify features and places and to follow routes. *Use simple compass directions and locational and directional language when describing features and routes.	*Begin to use a range of sources, e.g. paper maps, digital maps, atlases, globes and satellite imaging, to research and present geographical information. *Use the eight compass points and begin to recognise some Ordnance Survey symbols on maps.	*Use a range of sources, e.g. digital and Ordnance Survey maps, atlases, globes and satellite imaging, to research and present geographical information. *Recognise some Ordnance Survey symbols on maps and begin to locate features using four-figure grid references.	*Use a range of maps and other sources of geographical information, selecting the most appropriate source for a given task. *Demonstrate an understanding of the difference between Ordnance Survey and other maps and describe when it is most appropriate to use different types of map.	*Interpret a wide range of geographical information and maps, including scale, projection, thematic and digital maps. *Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
	<b>Organisation and Communication</b>	*Talk about geographical aspects of everyday life, e.g. where they live, journeys to school etc., drawing on maps and other images. *Draw, speak and/or write about simple geographical concepts such as what they can see where.	*Express views about the environment and recognise how people can sometimes affect the environment. *Create their own simple maps and symbols.	*Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively. *Use a variety of methods to communicate knowledge and understanding, including discussions, pictures, writing,	*Express opinions on environmental issues and recognise how these differ from those of others. *Communicate knowledge and understanding in a wide variety of ways, including digital maps, plans, graphs and presentations, working independently and as part of a group.	*Express and justify opinions on geographical and environmental issues and recognise why others may think differently. *Choose the most appropriate from a range of methods to communicate geographical information clearly and efficiently, using	*Develop their own and critically evaluate others' responses to local geographical issues and global issues and events. *Communicate geographical information clearly and efficiently using a wide range of methods, including planning and producing extended writing on a chosen aspect of a topic.

					annotations, drama and artwork/models.		appropriate language and conventions. *Show initiative during independent and group work.	
	Mapping	Direction/location	*Follow simple directions, e.g. up, down, left, right, forwards, backwards.	*Following simple directions, including North, South, East and West.	*Use the four compass directions to give and follow directions. *Use letter and number coordinates to locate features of a map.	*Use the four compass points with increasing precision and proficiency. *Begin to use the eight compass points. *Confidently use letter and number coordinates to locate features on a map. *Begin to locate features using four-figure grid references.	*Use the eight compass points. *Use four-figure grid references to locate features on a map.	*Confidently use the eight compass points. *Use six-figure grid references to locate features on a map. *Use latitude and longitude to locate features on a map.
		Representation	*Use own symbols on a simple/imaginary map.	*Begin to understand the need for a key and use class-agreed symbols to make a simple key. *Create own map with symbols.	*Describe why a key is needed. *Use standard symbols.	*Recognise symbols on an Ordnance Survey map.	*Draw/sketch a map using standard symbols and a key.	*Use atlas symbols.
		Use	*Use a simple picture map to move around school. *Recognise that maps represent places.	*Follow a route on a map. *Use a plan view. *Use an infant atlas to locate places.	*Locate places on larger scale map, e.g. a map of Europe. *Follow a route on a map with some accuracy (e.g. while orienteering).	*Locate places on large scale maps (e.g. find the UK or Egypt on a globe). *Follow a route on a large-scale map.	*Compare maps with aerial photographs. *Select the correct map for a specific purpose, e.g. pick an atlas to find a country and an OS map to find out more about a local town/village. *Begin to use atlases to find out about other places' features, e.g. the wettest place on Earth.	*Follow a short route on an OS map and describe the features shown along the way. *Locate places accurately and efficiently on a world map. *Use atlases to find out about a range of features of other places, e.g. mountain ranges, weather patterns etc.