

KPS – History Progression of Skills

	Yr 1/2	Yr 1/2	Yr 3/4	Yr 3/4	Yr 5/6	Yr 5/6
Chronological Understanding	<p>Children begin to sequence objects or artefacts in age order.</p> <p>Children can order personal events on a timeline.</p> <p>Children can use common words and phrases to relate to the passing of time.</p>	<p>Children can sequence objects, events beyond living memory e.g. how technology has changed over time.</p>	<p>Children can use both AD and BC on a timeline.</p> <p>Children can order the events of history with the given dates, referring to both decade and century.</p>	<p>Children can create specific, closed timelines within a set period. For instance, the span of the Roman Empire. In addition, children can create a scaled timeline that includes dates of a specific series of events. E.g the Rule of Julius Caesar.</p>	<p>Children understand that events in History can overlap in terms of time.</p> <p>Children begin to create parallel timelines for time periods.</p>	<p>Children can draw their own timeline, using two periods, including both world and British history. They can compare changes within and across different time periods.</p>
Knowledge and understanding of events, people and changes	<p>Children understand the key features of events.</p> <p>Children can identify some similarities and differences between ways of life in different periods.</p>	<p>Children have Knowledge of a significant national or global event. E.g. Great fire of London.</p> <p>Children have Knowledge of a significant individual from the past who has contributed to national/international achievements (Columbus/Armstrong/Queen Victoria).</p> <p>Children can describe significant events, people and places related to Kingsclere/Hampshire.</p>	<p>Children understand and can describe changes in Britain from the Stone Age to the Iron Age.</p>	<p>Children are able to describe the Roman Empire and its impact on Britain.</p> <p>Children can describe a study of Ancient Greek life and achievements and their influence on the western world.</p>	<p>Children can describe Britain's settlement by Anglo-Saxons and Scots.</p> <p>Children can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Children can describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Children describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>WW2 + A change in an aspect of social history e.g. Crime & Punishment.</p> <p>Children can describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

Connections and Historical Links	<p>Children have knowledge of aspects of living memory e.g what kind of toys their parents/ grandparents played with.</p> <p>Children can identify how their life is like their parents' and grandparents' lives.</p>	<p>Children can identify significant changes over time, this could be transport/ technology/ clothing. They can consider the impact these changes have had.</p>	<p>Children understand and appreciate that the Stone Age (8,000 B.C to 43 AD) and Ancient Egypt (3500 B.C to 30 AD) are concurrent events.</p>	<p>Children understand that the Roman Empire signified the end of Egyptians and Iron Age. Also, the Roman invasion of Britain and the ending of the Iron Age in Britain.</p> <p>Children are able to make links between the Roman Empire and Ancient Greeks – noting how they existed in similar time frames.</p>	<p>Children to understand that the Fall of Rome coincides with Anglo Saxons settlements before Viking invasions.</p> <p>Local Hampshire links to both Anglo-Saxons and Vikings to be established.</p>	<p>Children focus upon a specific aspect of historical knowledge, linking it to themes such as: Empires Crime & Punishment Leisure & Entertainment Migration and Settlements</p> <p>Children can draw links between previously taught areas of history e.g. Mayans, Greeks, Romans etc.</p>
	<p>Children use sources from within living memory to compare to themselves; this could be photo/video/internet. Looking at differences, for example how people dressed when their parents / grandparents were 5/6.</p>	<p>Children use sources from the past i.e. videos, photos, and artefacts to gather information to answer given questions. E.g. Photograph of planes, cars: What were cars like in the past? Pick out the features etc.</p> <p>Children can use sources to compare changes, noting the similarities and differences.</p>	<p>Children begin to use a variety of sources to piece together information about a period of history that is being studied.</p> <p>Children recognise the role of archaeologists</p> <p>Children can draw parallels and bring together sources to be able to infer what life may have been like. They create their own interpretation of a period.</p>	<p>Children investigate primary & secondary sources and explain the differences between them.</p> <p>Children draw parallels and bring together sources to be able to infer what life may have been like whilst understanding that primary sources hold a greater significance than secondary sources.</p>	<p>Children investigate and understand two different versions of a similar event and compare/contrast these.</p> <p>Children begin to understand source bias.</p> <p>Children can comment on the reliability and bias of sources and how it may impact the validity.</p>	<p>Children gather information from a wide range of sources and select which sources are most relevant.</p> <p>Children consider different ways to check and evaluate the reliability of different sources, which may be bias.</p>

Historical Enquiry	Children talk about significant events in their own experience (living memory).	Children look at objects from the past and ask questions i.e. what were they used for? How they've changed?	Children ask questions – who, what, how where, why. They can find answers in a given extract of text, photographs or video.	Children further develop their questioning asking how questions. E.g. How were the Ancient Greeks similar to the Romans	Children develop questioning relating to the cause of historical events and the effects they had. E.g. How did the Spanish effect the Mayan Empire?	Children develop questioning relating to the cause of historical events and the impact they have had. They can explain the significance of these events relating them to prior knowledge of the past and present-day life. E.g Which society of the past has had the biggest impact on modern British life?
	Children can find answers to some simple questions about the past from simple sources.		Children use the internet to conduct research to answer their own questions about an event.			
	Children are able to describe some similarities/differences between artefacts.					
	Children can sort artefacts from then until now.					