



Be Respectful. Be Kind. Be Extraordinary

THE PENNINE TRUST - HISTORY PROGRESSION OF SKILLS

	Historical Knowledge – chronology and concepts		Historical Skills – Enquiry and Interpretation		Historical communication
	A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest time to the present day, how people's lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.	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. To understand historical concepts such as reasons and results, continuity & change, similarity, difference and significance and use to make connections, draw contrasts, and analyse trends.	To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed. To gain historical perspective by placing growing knowledge into different contexts. To understand connections between local, regional, national and international history and between short- and long-term timescales.	To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically valid questions to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	
Expected by the end of KS1 (Year 2)	I know where the people and events I have studied fit on a basic timeline. I can name a few people in the past who have contributed to national and international achievements and talk about significant events. I can put a few objects/events in chronological order.	I can identify similarities and differences between different times. I can give more than one cause of an event and give a reason why people in the past acted as they did.	I have developed an awareness of the past and can comment on what or how I found things out. I understand the importance of basing my ideas on evidence and raising questions about the past.	I can investigate the past by analysing artefacts and asking some questions. I can choose and use other sources of information to show I know and understand key features of events or people's lives studied.	To use appropriate historical words and phrases and gain a historically grounded understanding of abstract terms using a range of strategies, including:
Expected by the end of lower KS2 (Year 4)	I understand that the past is divided into differently named periods of time and use some dates to explain local, British and global history. I can place events, people and changes of local, British and global history on a timeline, using appropriate dates and chronological conventions e.g. BCE and AD. I can put artefacts or historical events in chronological order.	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 e.g. change, similarity, difference, and significance between and within the periods studied. I am able to reflect on the significance of what I have learnt about the past.	I am beginning to think critically, weigh evidence, sift arguments, and develop some perspective and judgement about historical events. I can describe how the past can be represented or interpreted in a few different ways.	I can answer and sometimes devise historically valid questions, using one or more sources of information.	* Answering historical questions, both verbally and in writing * Analysis of historical events * Concept maps * Structured debates
Expected by the end of KS2 (Year 6)	I can demonstrate chronologically secure knowledge and understanding of the local, British and global history I have been taught, using appropriate chronological conventions.	I can demonstrate an understanding of historical concepts including reasons and results, change and continuity, similarity and difference. I can see the relationship between different historical periods I have been taught and talk about their legacy for me and my identity.	I can think critically, weigh evidence, sift arguments, and express perspective and judgement about historical events. I understand that the past can be represented and interpreted in many different ways.	I can answer and devise my own historically valid questions. I can select, organise and evaluate a range of historical sources, making deductions about their reliability.	