

HISTORY SKILLS MAP

*History skills are taught through topics.
Topics are taught on a two year rolling programme.*

Key skills

Across all areas of study children will: -

KS1

Identify similarities and differences between ways of life in different periods.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Understand how our knowledge of the past is constructed from a range of sources.

	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Chronological Understanding	<ul style="list-style-type: none"> • Can talk about significant events in own experience • Can talk about past and present events in own life • Can talk about a past event in the correct order 	<ul style="list-style-type: none"> • Sequence events within their lifetime • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc from different periods of their life • Describe memories of key events in lives 	<ul style="list-style-type: none"> • Place the time studied on a timeline • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period studied on a timeline • Use terms related to this period and begin to date events • Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Place current study on timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a timeline
	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Can talk about significant events in own experience • Can talk about past and present events in own life • Can talk about a past event in the correct order 	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and other lives • They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of 	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied 	<ul style="list-style-type: none"> • Study different aspects of different people - difference between men and women • Examine causes and results of great events and 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour & characteristics of people recognising that not everyone shares the same views and feelings • Compare beliefs & behaviours with

			life at different times	<ul style="list-style-type: none"> • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Offer a reasonable explanation for some events 	<p>the impact on people</p> <ul style="list-style-type: none"> • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period 	<p>another time studied</p> <ul style="list-style-type: none"> • Write another explanation of a past event in terms of cause and effects using evidence to support and illustrate their example • Know key dates, characteristics and events of time studied
	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Interpretations of history	<ul style="list-style-type: none"> • Can ask questions about why things happen and give explanations 	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past - how reliable are their memories? 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources - compare different versions of the same story • Look at representations of the period - museum, cartoons etc 	<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use textbooks and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources - fact or fiction • Offer some reasons for different versions of events 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research

	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Historical Enquiry	<ul style="list-style-type: none"> •Can ask questions about why things happen and give explanations •Can talk about differences between old black and white photos and colour photos of the present day 	<ul style="list-style-type: none"> •Find answers to simple questions about the past from sources of information e.g. artefacts, 	<ul style="list-style-type: none"> •Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> •Use a range of sources to find out about a period •Observe small details - artefacts, pictures •Select and record information relevant to the study •Begin to use the library and internet for research 	<ul style="list-style-type: none"> •Use evidence to build up a picture of a past event •Choose relevant material to present a picture of one aspect of life in time past •Ask a variety of questions •Use the library and internet for research 	<ul style="list-style-type: none"> •Begin to identify primary and secondary sources •Use evidence to build up a picture of a past event •Select relevant sections of information •Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> •Recognise primary and secondary sources •Use a range of sources to find out about an aspect of time past •Suggest omissions and the means of finding out •Bring knowledge gathered from several sources together in a fluent account
	EYFS	KS1		LKS2		UKS2	
	Nursery & Reception	Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
Organisation and communication	<ul style="list-style-type: none"> •Can build up vocabulary that reflects the breadth of their experience •Can use past, present and future forms accurately when talking about events that have happened 	<ul style="list-style-type: none"> •Shows knowledge and understanding of the past in simple different ways 	<ul style="list-style-type: none"> •Describes and writes about things which happened in the past •Uses labels and diagrams to tell others 	<ul style="list-style-type: none"> •Uses speaking and writing skills to present findings to others •Decides on own labels and diagrams to share information with others 	<ul style="list-style-type: none"> •Uses a range of skills when presenting information and findings to others •Uses their knowledge and understanding when communicating ideas about the past 	<ul style="list-style-type: none"> •Presents information in a structures and organised way using arrange of skills •Selects information to share with others and presents it in a suitable format 	<ul style="list-style-type: none"> •Presents information in an organised and clearly structures way •Selects information to share using a format of their own choice •Provides reasoning for their choice of certain information

