



# The Wider Curriculum at St Alban's

## History - Progression of skills

### Overview across the key stages



Strand	EYFS	KS1	Lower KS2	Upper KS2
1. Chronological knowledge				
	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Order and sequence familiar events</p> <p>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Children use terms such as 'a long time ago' or 'in the past' and 'extinct.'</p>	<p>Know where people and events fit within a chronological framework.</p> <p>Study historical periods</p> <p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Identify similarities and difference between periods.</p>	<p>Continue to develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods studied.</p> <p>Note connections, contracts and trends over time.</p>	<p>Establish clear narratives within and across the periods they study.</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Note connections, contracts and trends over time.</p>
2. Historical Terms				
Eg, empire, civilisation parliament and peasantry	Extend vocabulary by grouping and naming, explore meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Continue to develop the appropriate use of historical terms
3. Historical enquiry- Using evidence/Historical sources Communicating ideas				
	<p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions in response stories and events.</p> <p>Explain own knowledge and understanding and asks appropriate questions.</p>	<p>Ask and answer questions in relation to concepts in 5 below- that underpin all historical enquiry</p> <p>Understand some ways we find out about the past.</p> <p>Chose and use parts of stories and other sources to show understanding of concepts in 5 below</p>	<p>Regularly address and sometimes devise historically valid questions in relation to the concepts in 5 below- that underpin all historical enquiry</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	<p>Regularly address and sometimes devise historically valid questions in relation to the concepts in 5 below- that underpin all historical enquiry</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>

	Know that information can be retrieved from books and computers.		Construct informed response by selecting and organising relevant historical information	Construct informed response by selecting and organising relevant historical information
4. Interpretation of history				
		Identify different ways in which the past is represented	Understand that different versions of the past may exist and give reasons for this.  Understand that our knowledge of the past is constructed from a range of sources.	Understand that different versions of the past may exist and give reasons for this.  Understand that our knowledge of the past is constructed from a range of sources.
5. History Concepts				
Continuity and change	Look closely at similarities and difference patterns and change.  Develop understanding of growth, decay and changes over time.	Identify similarities and differences between ways of life in different periods.  Study changes within living memory.	Describe/make links between main events, situations and changes within and across different period and society.	Describe/make links between main events, situations and changes within and across different period and society.
Cause and consequence	Question why things happen and given an explanation	Recognise why people did things, why events happened and what happened as a result.	Identify and give reasons for, results of historical events, situations, changes	Continue to identify and give reasons for, results of historical events, situations, changes
Similarities and Difference within a period/ Situation (diversity)	Know about similarities and difference between themselves and others and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society,	Describe, social, cultural, religious and ethnic diversity in Britain and the wider world.	Describe, social, cultural, religious and ethnic diversity in Britain and the wider world.
Significance of people/events	Recognise and describe special times or events for family of friends	Talk about who was important in a simple historical account Identify historically significant people and situations	Identify historically significant people and events in situations.	Identify historically significant people and events in situations.