

History Key Skills KS2

Area	Key Skill
Chronological understanding	<ul style="list-style-type: none"> • Make appropriate use of dates and chronological conventions such as BC, AD, century and decade. • Create time lines. • Sequence events or artefacts. • Use dates related to the passing of time. • Realise that the past can be divided into different periods of time • Recognise some of the similarities and differences between periods. • Use terms related to the period and begin to date events.
	<ul style="list-style-type: none"> • Know and sequence key events of a time studied. • Relate current studies to previous studies and make comparisons between different times in History. • Use dates precisely and accurately when talking about the past. • Place events, people and changes within a chronological framework. • Sequence ten or more events on a timeline.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • Recognise evidence of the past in a contemporary landscape. • Describe main events, situations and changes within and across the different periods studied. • Show knowledge and understanding of some of the main events, people and changes studied. • Begin to give a few reasons for, and results of, the main events and changes. • Identify issues and problems facing a historical character or period. • Describe and make links between the main events, situations and changes within and across the different periods studied. • Explain why key events happened and why historical people acted as they did.

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	<ul style="list-style-type: none">• Compare and contrast aspects of the past with aspects of today.• Develop an awareness of the social, cultural, religious and ethnic diversity of the society and the people studied.• Understand that the work of individuals and great event can change aspects of society.• Understand that the type of information available depends on the period of time studied.• Use knowledge and understanding to describe characteristic features of past societies and periods and know key dates.• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.• Identify changes within and across different periods.• Give some reasons for, and results of, the main events and changes.
Interpretation of History	<ul style="list-style-type: none">• Identify and give reasons for different ways in which the past is represented.• Discuss different representations of the period, e.g. museums, films, Horrible Histories.• Question pictures as an interpretation of the past.• Distinguish between different sources and evaluate their usefulness.• Place problems in order of importance.• Demonstrate understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

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	<ul style="list-style-type: none">• Draw conclusions about a period from use of a range of sources, including censuses and inventories.• Understand that there are, and offer some reasons for, many representations and interpretations of an event/historical period• Explain how and why different interpretations of the past have been constructed.• Compare accounts of events from different sources, fact or fiction.• Write historically valid questions.• Recognise that there are many representations and interpretations of an event/historical period through studying a range of sources and categorising them by reliability.• Make links sources and work out how conclusions were arrived at.• Confidently use a range of research techniques.
Enquiry and Vocabulary / Language	<ul style="list-style-type: none">• Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade.• Use tables to record ideas in categories.• Develop listening and note-taking skills.• Communicate knowledge and understanding in a variety of ways, e.g. discussions, pictures, writing, annotations, drama.• Use dates when talking about passing of time.• Identify facts and opinions.

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- Use sources of information in ways which go beyond simple observations to ask and answer questions about the past, and to build a picture of a past event.
- Present information in a variety of ways using specialist terms.
- Select and present appropriate information to show what they have found out.
- Begin to select and combine information from different sources.
- Begin to identify primary and secondary sources.
- Conduct their own historical enquiry, using a range of sources to show how evidence is used to make historical claims.
- Compare primary and secondary sources of information.
- Produce structured work (including extended writing, written narratives and analyses), making appropriate use of dates and terms- including abstract terms such as *empire*, *civilisation*, *parliament* and *peasantry*- and bringing various sources together.