



HISTORY SKILLS DOCUMENT

St. Cross Catholic Primary School



KS1		LOWER KS2	UPPER KS2
Historical vocabulary and terms	<i>Pupils should gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</i> Use key vocabulary lists.	<i>Pupils should gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</i> Use key vocabulary lists.	<i>Pupils should gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</i> Use key vocabulary lists.
Chronological Knowledge / Understanding	<i>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</i> • Begin to use language relating to the past and present. • Sequence events relating to their own and the life of thier family and friends. • Begin to use timelines to piece together the life or events or people studied. • Sequence events through the use of dates and the passing of time. • Discuss similarities and differences in periods studied.	<i>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</i> • Use and devise timelines to know where events and people fit within a chronological framework. • Start to build their historical knowledge relating to periods of history. • Use terms to explain where periods occur and recognise some similarities and differences between them.	<i>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</i> • Have a chronological understanding of British history and a knowledge of some non-European societies that provide contrast. • Appreciate history in different parts of the world ran concurrently. • Make comparisons between different times in the past. • Understand more complex terms e.g. BC/AD.
Historical Knowledge	<i>Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i> • Recognise the difference between the past and the present. • Tell stories about the past. • Appreciate that different times means differences in ways of life.	<i>Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i> • Begin to compare ways of life, using the terms continuity and change. • Recognise key features of different historical periods. • Understand that periods of history may be similar or different and start to make comparisons between periods.	<i>Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i> • Explain causes and effects. • Build a knowledge of significant events, places and people. • Invesigate culture, beliefs and ways of life of a range of periods studied. • Add to an increasing bank of key events and dates in history.
Historical Enquiry	<i>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i> • Talk about and devise questions relating to historical sources. • Name a range of sources that can be used to answer questions about the past. • Begin to explore the difference between primary and secondary sources.	<i>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i> • Develop a bank of research methods to find out about the past. • Choose relevant sources to explore an issue. • Begin to interpret evidence.	<i>Pupils should understand historicalconcepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i> • Select primary or secondary sources to build a narrative. • Draw conclusions, analyse evidence and consider connections. • Explain causes and consequences in accounts.
Historical Interpretation	<i>Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i> • Discuss memories and recollections. • Understand the difference between fact and fiction. • Build their historical knowledge from stories and accounts. • Understand there may be different versions of an event.	<i>Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i> • Understand representation. • Consider different sources and their reliability. • Start to build knowledge of a range of periods of British history and the wider world, understanding where they fit in the chronological framework.	<i>Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i> • Interpret sources to use in their own investgations. • Compile arguments and give reasons and explanations. • Draw conclusions about events based on evidence and fact. • Continue to deepen their knowledge of a range of periods of British history and the wider world.