



The Minster Junior School
History Curriculum: Skills Progression

	Lower KS2	Upper KS2
Historical Interpretation	<p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be designed to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p>
Historical Investigations	<p>Use a range of sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>Recognise when they are using primary and/or secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>
Chronological Understanding	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p>



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	<p>apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Accurately use dates and terms to describe historical events.</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Make comparisons between different time periods.</p>
Knowledge and Understanding	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>Identify reasons for people's actions (motivation) and their results.</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people. Recognise that not everyone shares the same beliefs.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Examine causes and results of great events and the impact these had on people. Write explanations of cause and effect using evidence.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> <p>Know key dates, characters and events of time periods studied.</p>
Presenting, Organising, Communicating	<p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Present, communicate and organise ideas about the past using models, drama/role-play, discussions and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides as well as ICT.</p>	<p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and present a self-directed project or research about the studied period.</p>



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	Start to present ideas based on their own research about a studied period.	
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