

LKS2 Progression of skills across Foundation Subjects - HISTORY

KS2 History – NC 2014	Yr	KPIs & Techniques
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>Subject content Key stage 2 Pupils should be taught:</i></p> <p>Chronological understanding</p> <p>Historical enquiry</p> <p>Organisation and communication</p> <p>Historical interpretations</p>	3	<ul style="list-style-type: none"> <input type="checkbox"/> use an increasing range of common words and phrases relating to the passing of time <input type="checkbox"/> describe memories of key events in his/her life using historical vocabulary <input type="checkbox"/> Develop a chronologically secure knowledge and understanding of British, local and world history. <input type="checkbox"/> Make connections, contrasts and trends over time and develop the appropriate use of historical terms. <input type="checkbox"/> Address and devise historically valid questions about change, cause, similarity, difference and significance. <input type="checkbox"/> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <input type="checkbox"/> Develop an understanding of how our knowledge of the past is constructed from a range of sources.
	4	<ul style="list-style-type: none"> <input type="checkbox"/> place some historical periods in a chronological framework <input type="checkbox"/> use sources of information in ways that go beyond simple observations to answer questions about the past <input type="checkbox"/> communicate his/her learning in an organised and structured way, using appropriate terminology <input type="checkbox"/> use historic terms related to the period of study <input type="checkbox"/> understand that sources can contradict each other <input type="checkbox"/> use a variety of resources to find out about aspects of life in the past <input type="checkbox"/> Develop a chronologically secure knowledge and understanding of British, local and world history. <input type="checkbox"/> Make connections, contrasts and trends over time and develop the appropriate use of historical terms. <input type="checkbox"/> Address and devise historically valid questions about change, cause, similarity, difference and significance. <input type="checkbox"/> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <input type="checkbox"/> Develop an understanding of how our knowledge of the past is constructed from a range of sources.