

UKS2 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>	5	<ul style="list-style-type: none"> <input type="checkbox"/> use dates to order and place events on a timeline (chronological understanding) <input type="checkbox"/> give some reasons for some important historical events <input type="checkbox"/> make comparisons between aspects of periods of history and the present day <input type="checkbox"/> understand that the type of information available depends on the period of time studied <input type="checkbox"/> evaluate the usefulness of a variety of sources <input type="checkbox"/> compare sources of information available for the study of different times in the past <input type="checkbox"/> present findings and communicate knowledge and understanding in different ways <input type="checkbox"/> provide an account of a historical event based on more than one source <input type="checkbox"/> Develop a chronological 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.
	6	<ul style="list-style-type: none"> <input type="checkbox"/> describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies <input type="checkbox"/> note connections, contrasts and trends over time and show developing appropriate use of historical terms <input type="checkbox"/> address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance <input type="checkbox"/> construct informed responses that involve thoughtful selection and organisation of relevant historical information <input type="checkbox"/> understand how our knowledge of the past is constructed from a range of sources <input type="checkbox"/> make confident use of a variety of sources for independent research <input type="checkbox"/> use evidence to support arguments (including an understanding of events, people and changes) <input type="checkbox"/> Develop a chronological 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.