



MPS HISTORY SKILLS PROGRESSION	ASPECT	KS1 		LKS2  MIDHURST C OF E PRIMARY SCHOOL		UKS2	
		End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5
Similarities and Differences	<i>Know some similarities and differences between things now and in the past.</i>	<i>Begin to describe similarities and differences between historical artefacts and pictures.</i>	<i>Describe similarities and differences between the past and present including how their own life is different from past generations of their own family.</i>	<i>Describe how their own lives are similar or different to children living in past times.</i>	<i>Compare two periods of history, identifying similarities and differences between them.</i>	<i>Make connections between two periods of history, to begin to develop historical perspective.</i>	<i>Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.</i>
Vocabulary		<i>Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).</i>	<i>Use further terms associated with the past (e.g. year, decade and century).</i>	<i>Use appropriate historical vocabulary to describe key features of a time period.</i>	<i>Begin to use abstract terminology (e.g. empire, civilisation, parliament, monarchy etc.)</i>	<i>Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international).</i>	<i>Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).</i>
Chronology		<i>Begin to order and organise artefacts and other sources from two significantly different periods of time (e.g. Victorian and Modern)</i>	<i>Order events in a period of history studied and begin to recall the dates of important festivals (RE link) or celebrations/key events in the calendar (e.g. Remembrance).</i>	<i>Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.</i>	<i>Place different periods of time on a timeline and remember key historical facts and some dates from the various periods studied so far,</i>	<i>Independently place historical events on a Great British timeline, remembering key facts from a period of history study.</i>	<i>Create, from memory, a timeline from dates/details/eras showing knowledge of how to check for accuracy.</i>
Significant Individuals	<i>Talk about the lives of people around them and their roles in the community.</i>	<i>Sequence the story of a significant historical figure.</i>	<i>Use the stories of famous historical figures to compare aspects of life in different times.</i>	<i>Explain how a significant figure in a period of history has influenced change to occur.</i>	<i>Explain how significant historical figures contributed to national and international achievements in a variety of eras.</i>	<i>Describe how a significant individual or movement has influenced the UK or wider world.</i>	<i>Describe how their own lives have been influenced by a significant figure or movement.</i>
Midhurst's History (Local History)		<i>Describe, in simple terms, the importance of a local place or landmark (e.g. Cowdray Ruins or St Ann's Hill).</i>	<i>Describe how people, places and events in Midhurst have changed over time.</i>	<i>Describe how national changes affected Midhurst in a certain period of time.</i>	<i>Describe the impact of international events on Midhurst and the wider local area. (eg. Dissolution of the Catholic church)</i>	<i>Use a range of local history sources to describe how an event (e.g. Rationing or Evacuation) affected Midhurst.</i>	<i>Suggest and research information sources required to present an in-depth study of Midhurst or the wider local area.</i>
Continuity and change		<i>Compare their own lives and interests with their babyhood (e.g. clothes, toys, food, size, abilities) recalling a significant memory from the past.</i>	<i>Describe changes during their own life time (new building, different toys etc.) and then also that of their parents and grandparents (e.g. lifeboats, toys etc.)</i>	<i>Describe some of the main changes in Britain, resulting from another event.</i>	<i>Explain the impact of a significant historical figure on life in Britain</i>	<i>Link events from periods studied to changes or developments in cotemporary society, both in Britain and the wider world.</i>	<i>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</i>
Consequences and causes		<i>Describe, in simple terms, why a significant individual acted the way they did.</i>	<i>Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result of them.</i>	<i>Express an opinion on whether a person or event had a positive or negative impact on life in Britain</i>	<i>Explain that one event can have more than one cause.</i>	<i>Explain why people acted as they did (e.g. Why Henry VIII got divorced OR Why Henry VIII was so keen to produce a male heir).</i>	<i>Describe the negative or positive impact of a period of history on contemporary society.</i>
Questioning		<i>Ask and respond to simple questions about the past, using sources of information.</i>	<i>Ask and answer a range of questions about a variety of historical sources.</i>	<i>Suggest useful research questions.</i>	<i>Ask and answer more complex questions through independent research.</i>	<i>Follow independent lines of enquiry and make informed responses based on this.</i>	<i>Independently investigate a complex historical research question.</i>
Recording		<i>Retell a story or significant event through simple recording e.g. pictures and labels.</i>	<i>Show increased knowledge and understanding of events beyond living memory through simple recording, using text and drawings.</i>	<i>Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.</i>	<i>Choose the best way to record a range of historical information, giving reasons for their choice.</i>	<i>Select, organise and record relevant information from a range of sources to produce well-structured descriptions and explanations.</i>	<i>Select, organise, summarise and present relevant information, from a wide range of sources, the most effective way for a given purpose.</i>
Historical Enquiry		<i>Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</i>	<i>Build a 'bigger picture' of an area of study (e.g. changes to toys), using a range of source material.</i>	<i>Choose the most important source material for a task, showing an awareness of a range of sources.</i>	<i>Use a range of source materials to answer questions about the past which go beyond simple observations.</i>	<i>Describe how different types of evidence tell us different things about the past (e.g. Royal portraiture v written descriptions) and understand why contrasting arguments and interpretations occur.</i>	<i>Acknowledge different points of view expressed and explain why these are important understanding and interpreting history.</i>

Those who cannot remember the past are condemned to repeat it. - George Santayana