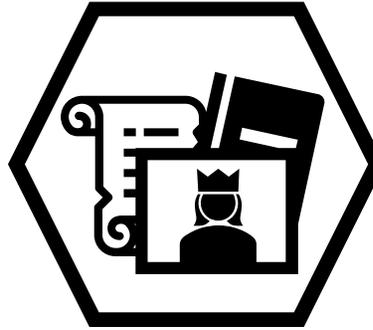


# HISTORY SKILLS

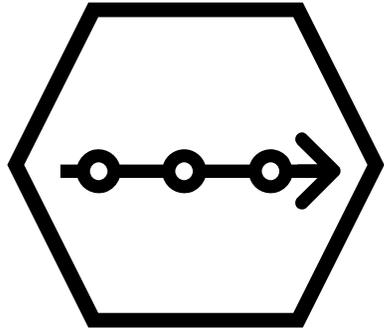
*Our high-quality history education helps pupils to gain the skills required to develop a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past.*



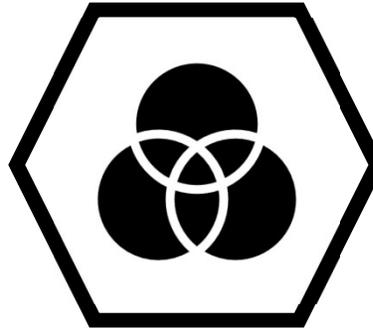
In KS1 pupils are equipped to ask perceptive questions. As they move into KS2 they regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.



In KS1 pupils, choose and use parts of stories and other sources to show that they know and understand key features of historical events. In KS2 pupils develop and understanding of how our knowledge of the past is constructed from a range of sources. In UKS2 children understand primary and secondary sources.



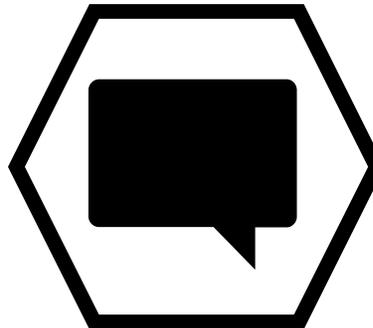
In FS/KS1 pupils develop an awareness of the past and know where the people and events they study fit within a chronological framework. In KS2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.



In FS/KS1 pupils identify similarities and differences between ways of life in different periods. This develops through KS2 with pupils noting connections, drawing contrasts and analysing trends over time.



Pupils identify similarities and differences between ways of life in different periods. Through learning local, British and world history children develop a coherent narrative of how people's lives have shaped this nation and how Britain has influenced and been influenced by events in the wider world. Children undertake historical enquires; thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.

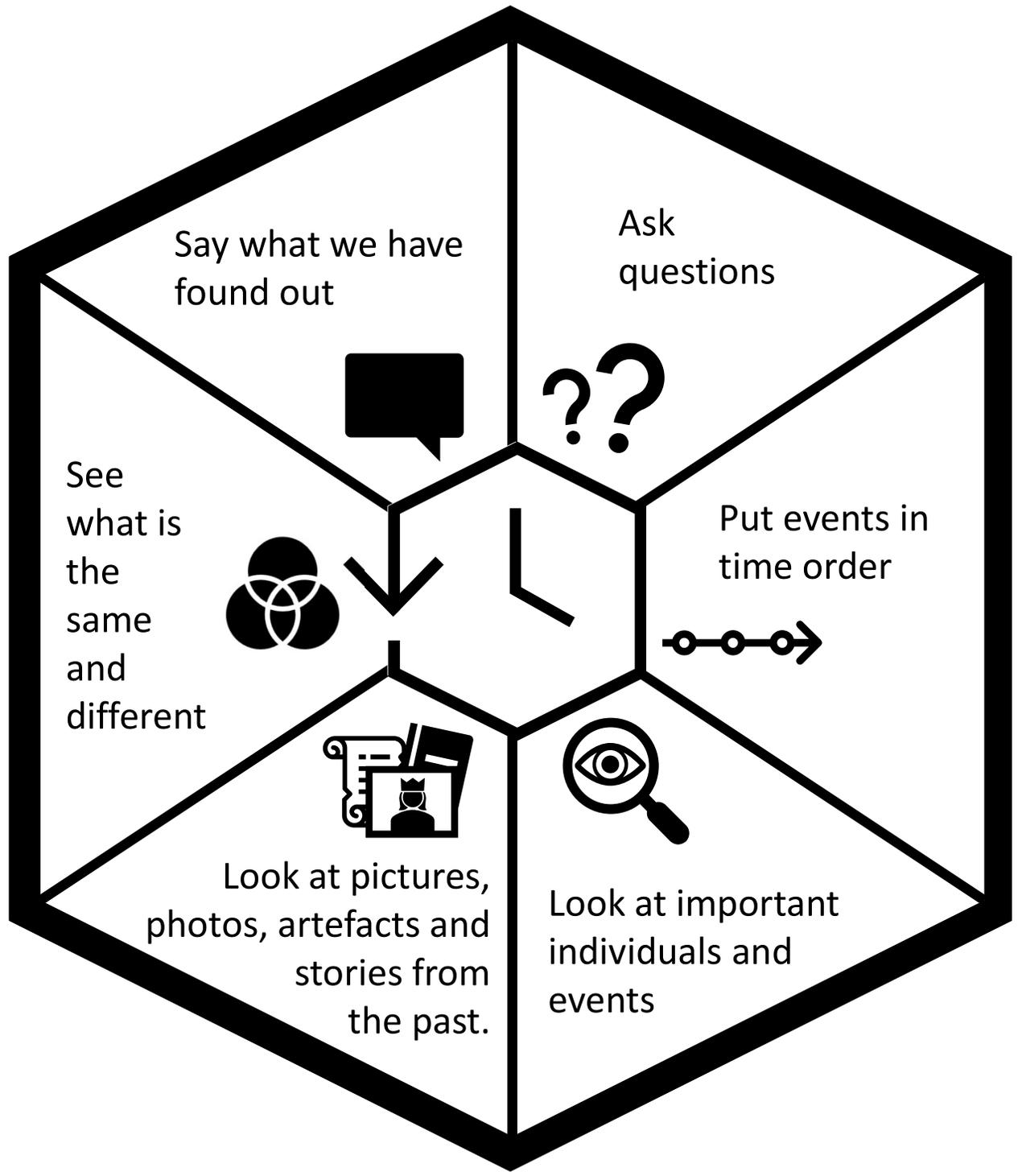
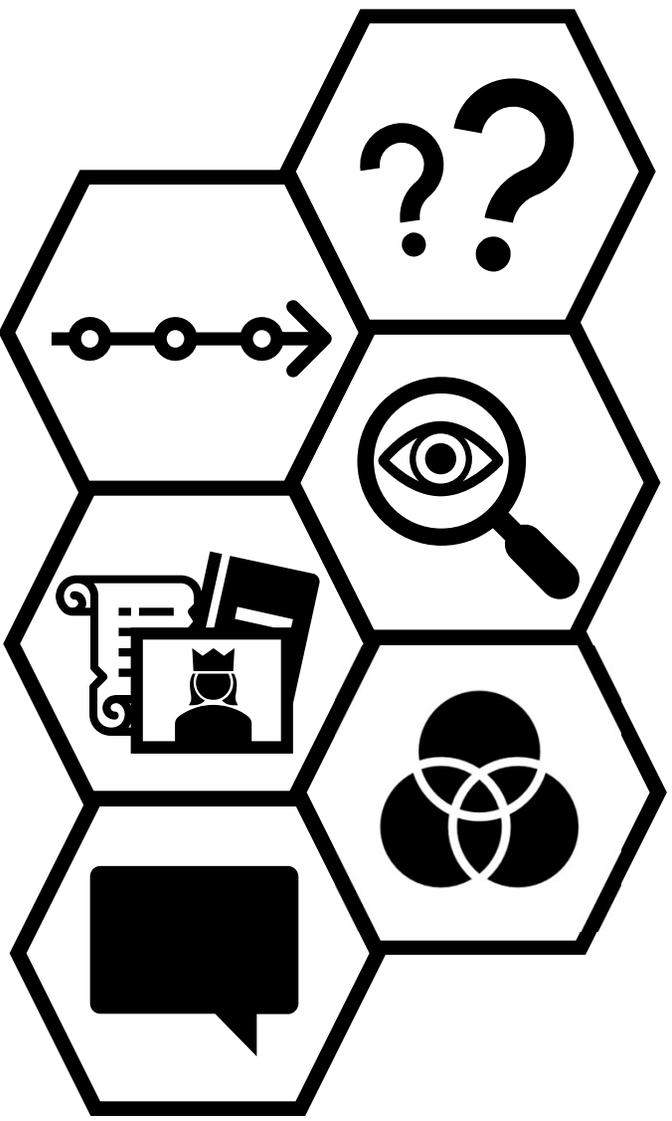


In KS1 pupils answer questions understanding the past can be represented in different ways. In KS2 pupils construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children learn to frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

All skills and knowledge content is supported by mapping out a wide vocabulary of everyday historical terms: Using common words and phrases relating to the passing of time; developing the appropriate use of historical terms including abstract terms such as 'empire', 'civilization', 'parliament' and 'peasantry'.

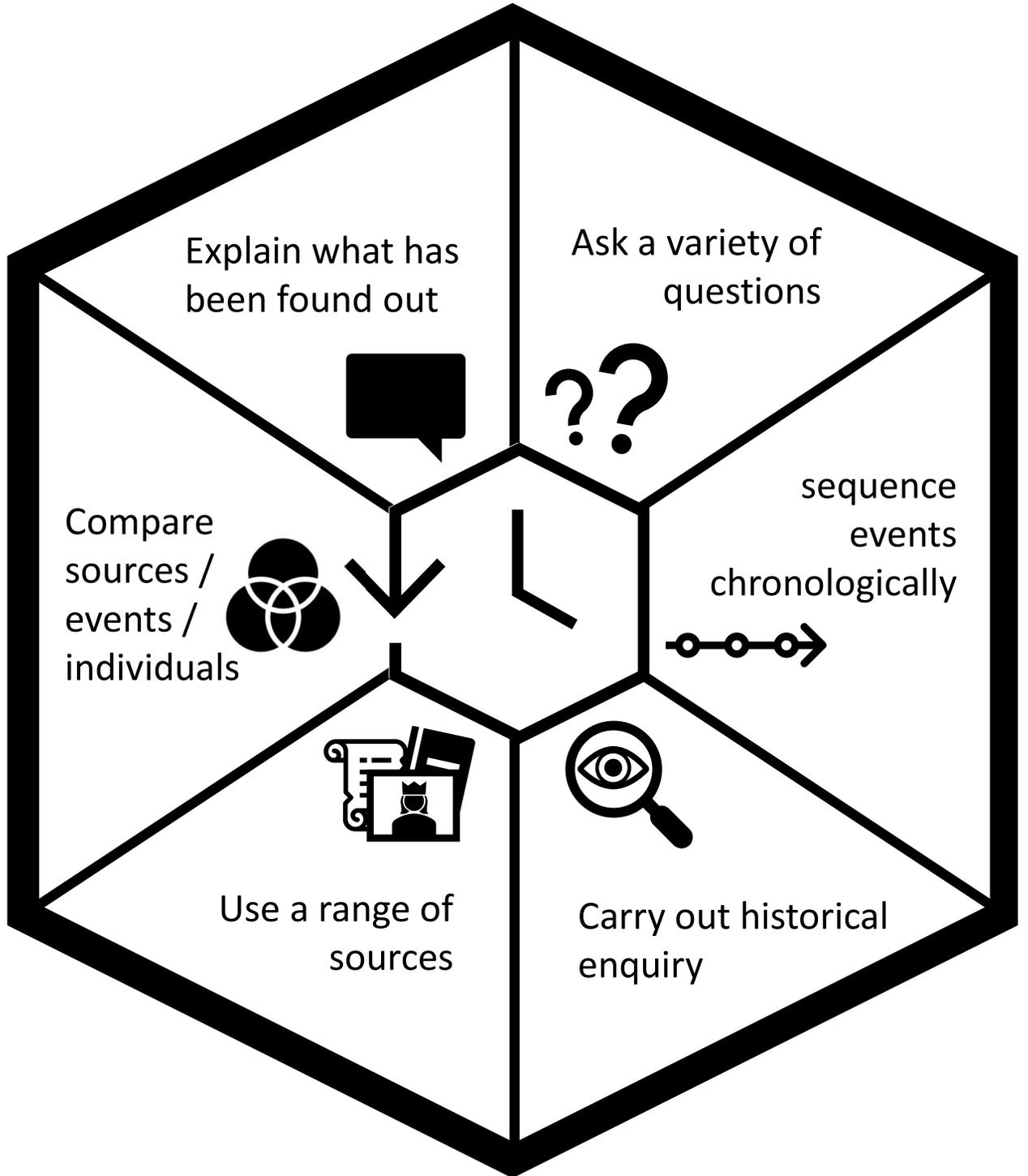
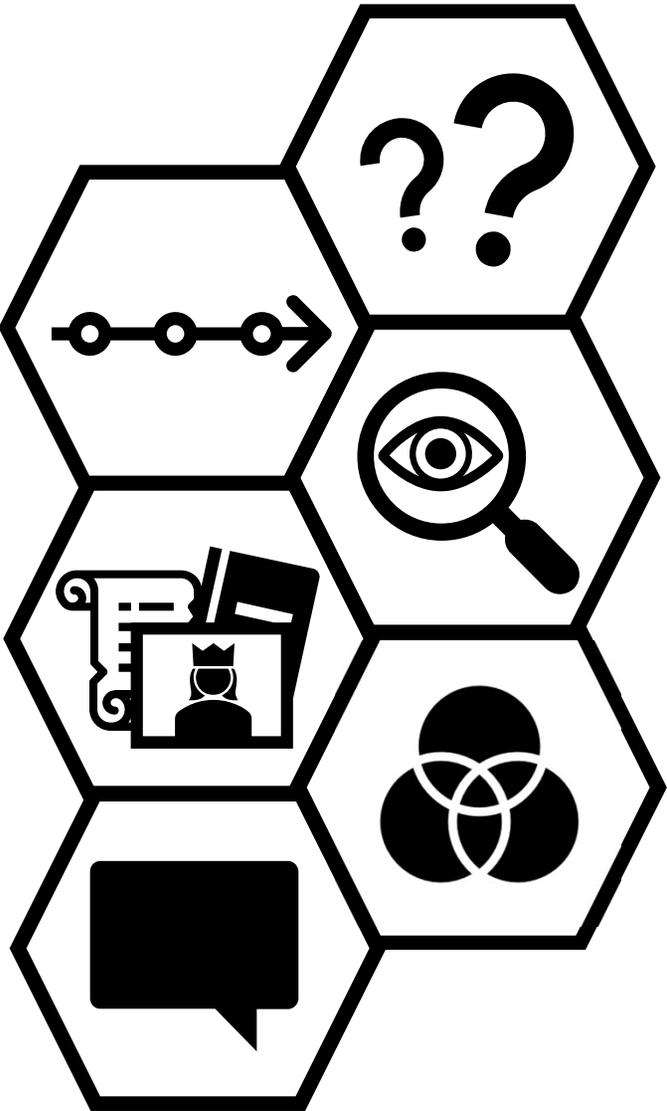
# HISTORY

KS1 SKILLS HEX



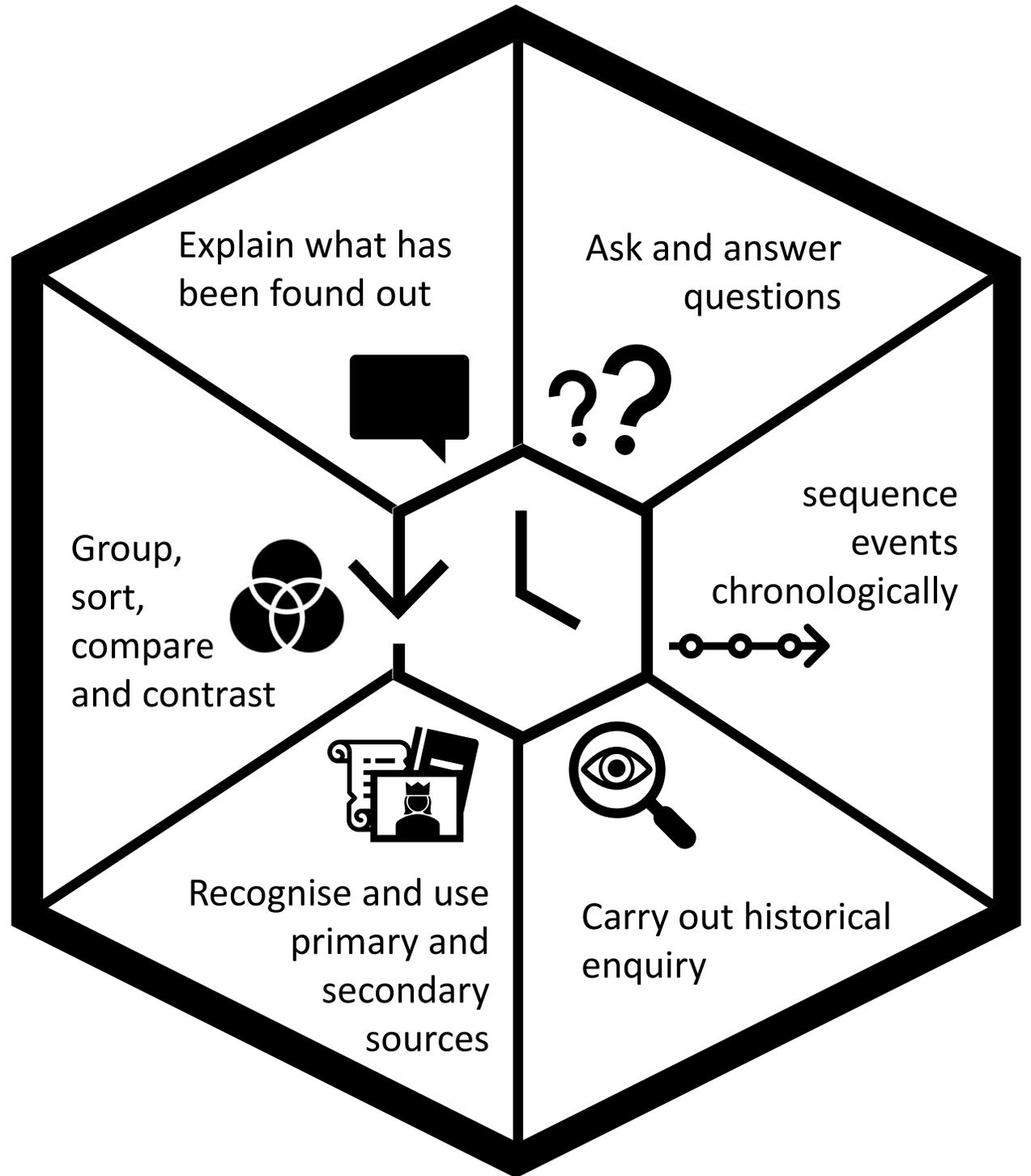
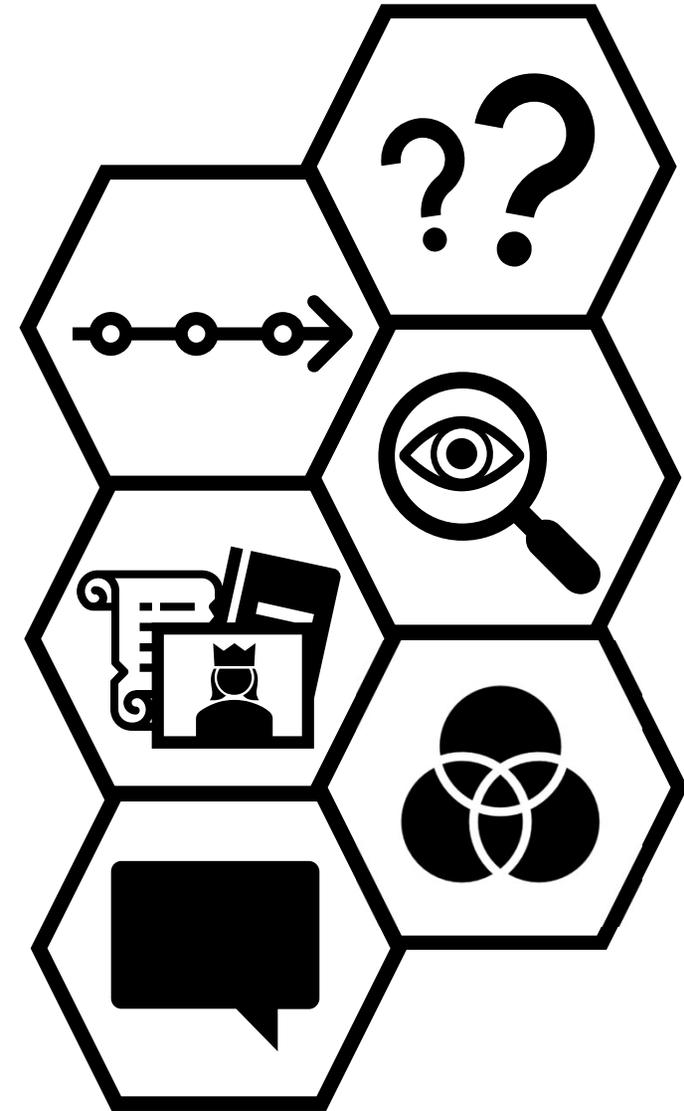
# HISTORY

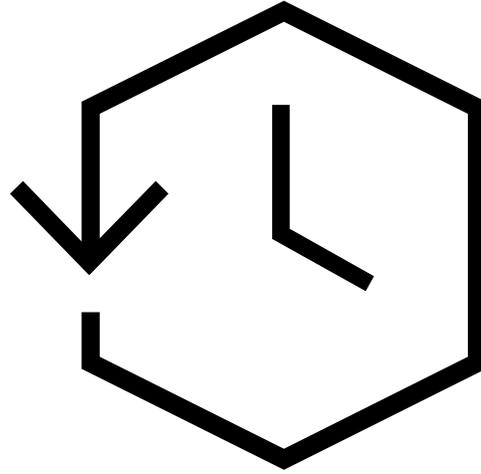
LKS2 SKILLS HEX



# HISTORY

UKS2 SKILLS HEX





*“Inspiring a curiosity of the past”*

