

# Key Skills Acquisition Lists

Adopt, Adapt, Create...



## History Key Skills Acquisition Lists

### Example Key Skills Acquisition History KS1

NC History – pupils should be taught to:	Y1	Y2
develop an awareness of the past, using common words and phrases relating to the passing of time.	<ul style="list-style-type: none"> <li>recognise the distinction between present and past (old &amp; new) in their own and other people's lives</li> <li>use everyday terms about the passing of time</li> <li>know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people studied</li> <li>begin to recognise that there are reasons why people in the past acted as they did.</li> <li>use terms concerned with the passing of time,</li> <li>know and recount episodes from stories about the past</li> </ul>
know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	<ul style="list-style-type: none"> <li>show an emerging sense of chronology by placing a few events and objects in order,</li> </ul>	<ul style="list-style-type: none"> <li>show a developing sense of chronology by placing events and objects in order, and by recognising that own lives are both similar and different from the lives of people in the past</li> </ul>
use a wide vocabulary of everyday historical terms.	<p>e.g. here, now, then, yesterday, last week, a long time ago,</p> <ul style="list-style-type: none"> <li>Last week, ...</li> <li>A long time a ago, ...</li> </ul>	<p>e.g. hours, weeks, years, last year, x years ago, decades</p> <ul style="list-style-type: none"> <li>During the reign of _____...</li> <li>In 1939, ...</li> </ul>
ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> <li>find answers to some simple questions about the past from sources of information including stories, objects, first-hand accounts</li> </ul>	<ul style="list-style-type: none"> <li>observe or handle sources of information to ask and answer questions about the past on the basis of simple observations.</li> <li>ask and answer a question by using a specific source</li> </ul>

<p>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<ul style="list-style-type: none"> <li>• find out something about the past from an older person</li> <li>• find out something about the past by looking closely at objects or photographs</li> <li>• find out something from the past by listening to and reading stories</li> </ul>	<ul style="list-style-type: none"> <li>• begin to identify some of the different ways in which the past is represented</li> <li>• use two ways to find out about the past</li> <li>• explain why eye-witness accounts may vary</li> </ul>
<p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>		
<p><b>NC History – pupils should be taught about:</b></p>		
<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>See School Curriculum Map for knowledge and understanding content by year group</b></p> <p>Ask <b>comparative historical questions</b> such as:</p>	
<p>events beyond living memory that are significant nationally or globally [<i>for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>]</p>	<p>If that happened/was like that <b>then</b> can it happen/be like that <b>now</b> (and vice versa) or could it have happened/been like that in another time? Why/Why not?</p> <p>Also see <b>KS1 &amp; KS2 Historical Terminology list on KS2 Example lists</b> – specific vocabulary will be determined by the periods of history and significant individuals that the school chooses to study at KS1.</p>	
<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [<i>for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</i>]</p>	<p>A school can <b>explore and demonstrate progression in learners’ historical skills and understanding</b> by asking every class, from Year 1 to Year 6, to examine, question and comment on the same historical source (an object or picture is best).</p> <p>Ask the learners to record their thinking under three different headings:</p> <ul style="list-style-type: none"> <li>• What we can see and can say for certain.</li> <li>• What we think (our opinions, hypotheses).</li> <li>• What we would like to find out.</li> </ul> <p>The level, depth and sophistication of the learners’ responses to the picture or object should increase with age, so providing evidence of progression.</p>	
<p>significant historical events, people and places in their own locality.</p>		

## Example Key Skills Acquisition History KS2

NC History – pupils should be taught to:	Y3	Y4	Y5	Y6
<p>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.</p>	<ul style="list-style-type: none"> <li>show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms</li> </ul>		<ul style="list-style-type: none"> <li>show factual knowledge and understanding of aspects of the history of Britain and the wider world.</li> <li>use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods</li> </ul>	
<p>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<ul style="list-style-type: none"> <li>compare characteristic features from different historical periods</li> <li>begin to produce structured work, making appropriate use of dates and terms.</li> </ul> <p>e.g. decades, centuries (also see KS1 &amp; 2 Historical Terminology below)</p> <ul style="list-style-type: none"> <li>During the reign of _____....</li> <li>In 1939,...</li> </ul>		<ul style="list-style-type: none"> <li>compare characteristic features from different historical periods and draw some conclusion</li> <li>produce structured work, making appropriate use of dates and terms.</li> </ul> <p>e.g. AD, ACE, BC, BCE, millennia, eras, epochs, (also see KS1 &amp; 2 Historical Terminology below)</p> <ul style="list-style-type: none"> <li>Throughout the Maya period, ...</li> <li>Towards the end of the Roman empire, ...</li> <li>Pre-1066, ...</li> </ul>	
<p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>In response to questions (sometimes own)</p> <ul style="list-style-type: none"> <li>begin to give a few reasons for, and results of, the main events and changes.</li> </ul>		<p>In response to others' and own questions</p> <ul style="list-style-type: none"> <li>test out a hypothesis in order to answer a question</li> <li>give some reasons for, and results of, the main events and changes.</li> <li>research two versions of events and compare them</li> </ul>	
<p>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> <li>research what it was like in a given time period and present their findings</li> <li>show knowledge and understanding of some of the main events, people and changes studied.</li> </ul>		<ul style="list-style-type: none"> <li>describe some of the main events, people and changes.</li> <li>communicate knowledge and understanding while giving their point of view</li> </ul>	

		<ul style="list-style-type: none"> <li>• use multi-media skills to present their findings</li> <li>• begin to produce structured work,</li> </ul>
understand how our knowledge of the past is constructed from a range of sources.	<ul style="list-style-type: none"> <li>• identify some of the different ways in which the past is represented</li> <li>• use various sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• use search engines to find historical sources rapidly</li> <li>• look at viewpoints from an author and see how they may be trying to persuade</li> </ul>	<ul style="list-style-type: none"> <li>• begin to select and combine information from a range of different sources.</li> <li>• show some understanding that aspects of the past have been represented and interpreted in different ways: <ol style="list-style-type: none"> <li>1. identify and explain propaganda</li> <li>2. suggest why there may be different interpretations of events</li> <li>3. suggest why some events in history may be more significant than others</li> </ol> </li> </ul>

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine **overview and depth studies** to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

<b>Pupils should be taught about:</b>	
changes in Britain from the Stone Age to the Iron Age	<b>See School Curriculum Map for knowledge and understanding content by year group</b>
the Roman Empire and its impact on Britain	Ask <b>comparative historical questions</b> such as:  If that happened/was like that <b>then</b> can it happen/be like that <b>now</b> (and vice versa) or could it have happened/been like that in another time? Why/Why not?
Britain's settlement by Anglo-Saxons and Scots	<b>KS1 &amp; 2 Historical Terminology (from Historical Association)</b>
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	AD Agriculture Ancient civilisations Archaeology Aristocracy Artefact BC Bronze Age Calendar Causation Century Change Church Christianity Chronology Colony Conquest Continuity Court Crusades Dark Ages Decade Democracy Discovery Diversity Emigrant Emperor Empire Execution Explorer

a local history study	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Global Gods / Goddesses Heresy Hunter-gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long ago Metal-working Migration Missionary Monarchy Monastery Museum Myths and legends Nation Nomad Oral history Parliament Past Peasant Pope Prehistory Present Primary evidence Rebellion Republic Revolt Sacrifice Secondary evidence Settler Significance Slave Stone Age Torture Traitor Treason Yesterday
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>A school can <b>explore and demonstrate progression in learners' historical skills and understanding</b> by asking every class, from Year 1 to Year 6, to examine, question and comment on the same historical source (an object or picture is best).  Ask the learners to record their thinking under three different headings:</p> <ul style="list-style-type: none"> <li>• What we can see and can say for certain.</li> <li>• What we think (our opinions, hypotheses).</li> <li>• What we would like to find out.</li> </ul> <p>The level, depth and sophistication of the learners' responses to the picture or object should increase with age, so providing evidence of progression.</p>