

## History Transdisciplinary Subject Knowledge Progression (TSK)

## KNOW HOW TO...

	EYFS	KS1	KS2 Lower	KS2 Upper
<b>Historical Interpretations</b>	<p><b>Early Learning Goal</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Broken down TSK:</b></p> <ul style="list-style-type: none"> <li>a. Talk about their own life story;</li> <li>b. Comment on characters from books about the past;</li> </ul>	<p><b>National Curriculum</b> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p><b>National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p>

	<p>c. Recognise some settings from events in the past</p>	<p><b>Year 1 TSKs</b></p> <p>a Understand that there may be two versions of a past event;</p> <p>b <b>observe and use pictures, and photographs to find out about the past; Know that these are primary sources</b></p> <p>c <b>Use stories to understand that some historical stories are fiction</b></p> <p>d recognise that there are different types of evidence and sources that can be used to help represent the past.</p>	<p><b>Year 2 TSKs</b></p> <p>a <b>Compare two versions of a past event;</b></p> <p>b <b>observe and use pictures, photographs, and artefacts to find out about the past; Know that these are primary sources</b></p> <p>c <b>Use stories and accounts to distinguish between fact and fiction</b></p> <p>d explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p><b>Year 3 TSKs</b></p> <p>a look at two versions of the same event or story in history and identify differences;</p> <p>b investigate different accounts of historical events</p> <p>c know that books, articles or something that isn't a primary source, is a secondary source</p> <p>d know that primary sources often come from an eye witness</p>	<p><b>Year 4 TSKs</b></p> <p>a look at more than two versions of the same event or story in history and identify differences;</p> <p>b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>c Look for reasons that someone may be biased when deciding how reliable a source is</p> <p>d Check that technology hasn't been used to alter a primary source</p>	<p><b>Year 5 TSKs:</b></p> <p>a find and analyse a range of evidence about the past;</p> <p>b use evidence to offer some reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>c <b>know that checking the reliability of a source means to see if it is trustworthy using CAMPO – context, audience, motive, perspective, origin</b></p> <p>d <b>recognise primary and secondary evidence independently;</b></p> <p>e <b>Recognise that some sources may be more useful than others, or may have been created to persuade others.</b></p> <p>f Know that primary resources are contemporary to the time they portray</p>	<p><b>Year 6 TSKs:</b></p> <p>a find and analyse a wide range of evidence about the past;</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>c <b>Use CAMPO to check factual accuracy</b></p> <p>d <b>Understand the difference between primary and secondary evidence and the impact of this on reliability;</b></p> <p>e <b>Understand the concept of propaganda;</b></p> <p>f know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>g <b>Evaluate the usefulness of different sources</b></p>
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Historical Investigations

**Early Learning Goal**

Talk about the lives of people around them and their roles in society.

**Broken down TSK:**

- a ask simple questions about what people do or did;
- b talk about the lives of people they have heard stories about;

**National Curriculum**

Children should ask and answer questions, using other sources to show that they know and understand key features of events.

**National Curriculum**

Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

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Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

		<p><b>Year 1 TSKs:</b></p> <ul style="list-style-type: none"> <li>a observe or handle evidence to ask simple questions about the past;</li> <li>b choose evidence and begin to consider how it can be used to find out about the past.</li> </ul>	<p><b>Year 2 TSKs:</b></p> <ul style="list-style-type: none"> <li>a observe and handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>b choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p><b>Year 3 TSKs:</b></p> <ul style="list-style-type: none"> <li>a use sources to find out about the past;</li> <li>b construct responses about one aspect of life or a key event in the past through selection and organization of relevant historical information;</li> <li>c identify that sources such as maps can build up a clearer picture of the past;</li> <li>d address and occasionally devise own questions about the past.</li> </ul>	<p><b>Year 4 TSKs:</b></p> <ul style="list-style-type: none"> <li>a use a range of sources to find out about the past;</li> <li>b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>c gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>e regularly address and sometimes devise own questions to find answers about the past;</li> <li>f <b>Undertake their own research.</b></li> </ul>	<p><b>Year 5 TSKs:</b></p> <ul style="list-style-type: none"> <li>a identify primary and secondary sources of information when investigating the past;</li> <li>b use a range of different evidence to collect information about the past, such as pictures, documents, printed sources, posters, online materials, photographs, historic sites;</li> <li>c select relevant sources of information to address historically valid questions and construct responses;</li> <li>d <b>Pose historically valid questions to answer.</b></li> </ul>	<p><b>Year 6 TSKs</b></p> <ul style="list-style-type: none"> <li>a recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>b use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online materials, photographs, artefacts, historic statues, sculptures, historic sites;</li> <li>c select relevant sources of information to address historically valid questions and construct detailed, informed responses;</li> <li>d investigate their own lines of enquiry by</li> </ul>
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							posing historically valid questions to answer.
<b>Chronological Understanding</b>	<p><b>Broken down TSK:</b></p> <ul style="list-style-type: none"> <li>a use words and phrases such as yesterday, today, tomorrow, before, long time ago;</li> <li>b know that things happened before they were born;</li> </ul>	<p><b>National Curriculum</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>c</p>	<p><b>National Curriculum</b> 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.</p> <p>a</p>	<p><b>National Curriculum</b> 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.</p> <p>a</p>			

		<p><b>Year 1 TSKs</b></p> <ul style="list-style-type: none"> <li>a Sequence events that are close together in time;</li> <li>b Order dates from earliest to latest in simple timelines;</li> <li>c Describe memories that have happened in their own lives;</li> <li>d Use words and phrases such as: old, new, earliest, latest, past, present, future, new, newest, old, oldest, before, after (to show the passing of time).</li> </ul>	<p><b>Year 2 TSKs:</b></p> <ul style="list-style-type: none"> <li>a sequence artefacts and events that are close together in time;</li> <li>b order dates from earliest to latest on simple timelines;</li> <li>c sequence pictures from different periods;</li> <li>d describe memories and changes that have happened in their own lives;</li> <li>e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after (to</li> </ul>	<p><b>Year 3 TSKs</b></p> <ul style="list-style-type: none"> <li>a sequence several events, artefacts and historical figures on a timeline using dates;</li> <li>b understand that a timeline can be divided into sections.</li> <li>c Develop own criteria for recognizing events from today and events in the past in primary sources</li> </ul>	<p><b>Year 4 TSKs</b></p> <ul style="list-style-type: none"> <li>a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>c Use own criteria to decide how to order events from the past using primary sources</li> </ul>	<p><b>Year 5 TSKs:</b></p> <ul style="list-style-type: none"> <li>a order an increasing number of significant events, movements and dates on a timeline;</li> <li>b accurately use terms to describe historical events;</li> <li>c understand and describe the main changes to an aspect in a period in history.</li> </ul>	<p><b>Year 6 TSKs</b></p> <ul style="list-style-type: none"> <li>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>b accurately use dates and terms to describe historical events;</li> <li>c understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
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			<p>show the passing of time).</p> <p>f Use given questions to help recognize events from today and events in the past in primary sources</p>				
<b>K &amp; U of events, people and changes</b>	<p><b>Early Learning Goal</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>Broken down TSK:</b></p> <p>a identify when familiar settings from the past are different from ones they know now;</p> <p>b think about why people in the past</p>	<p><b>National Curriculum</b></p> <p>Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>c</p>	<p><b>National Curriculum</b></p> <p>Children should note connections, contrasts and trends over time.</p> <p>a</p>			<p><b>National Curriculum</b></p> <p>Pupils should note connections, contrasts and trends over time.</p> <p>a</p>	

	<p>might have done things;</p>	<p><b>Year 1 TSKs:</b></p> <ul style="list-style-type: none"> <li>a Recognise some differences between the past and the present;</li> <li>b identify similarities between ways of life in different periods;</li> <li>c know and recount episodes from stories;</li> <li>d describe some significant individuals from the past.</li> </ul>	<p><b>Year 2 TSKs:</b></p> <ul style="list-style-type: none"> <li>a recognise some similarities and differences between the past and the present;</li> <li>b identify similarities and differences between ways of life in different periods;</li> <li>c know and recount episodes from stories and significant events in history;</li> <li>d understand that there are reasons why people in the past acted as they did;</li> <li>e <b>describe significant individuals from the past and why they were significant.</b></li> </ul>	<p><b>Year 3 TSKs:</b></p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and begin to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time;</li> <li>c recognise some ways in which people and events in the past have influenced life today;</li> <li>d identify key features and events of the time studied;</li> <li>e describe connections between aspects of history, people, events, and artefacts studied.</li> </ul>	<p><b>Year 4 TSKs:</b></p> <ul style="list-style-type: none"> <li>a note key changes over a period of time and be able to give reasons for those changes;</li> <li>b find out about the everyday lives of people in time studied compared with our life today;</li> <li>c explain how people and events in the past have influenced life today;</li> <li>d identify key features, aspects and events of the time studied;</li> <li>e describe connections and contrasts between aspects of history, people, events and artefacts studied</li> </ul>	<p><b>Year 5 TSKs:</b></p> <ul style="list-style-type: none"> <li>a <b>identify and note connections, contrasts, and trends over time;</b></li> <li>b use appropriate historical terms when describing the past, such as: culture, religious, social;</li> <li>c examine great events and the impact these had on people;</li> <li>d describe key features of the past.</li> </ul>	<p><b>Year 6 TSKs:</b></p> <ul style="list-style-type: none"> <li>a identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>b use appropriate historical terms when describing the past, such as: culture, religious, social, economic and political;</li> <li>c examine causes and results of great events and the impact these had on people;</li> <li>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
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<b>Presenting, organising and</b>		<b>National Curriculum</b> Pupils should use a wide vocabulary of everyday historical terms. a	<b>National Curriculum</b> Pupils should develop the appropriate use of historical terms. a .	<b>National Curriculum</b> Pupils should develop the appropriate use of historical terms. a
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		<p><b>Year 1 TSKs:</b></p> <ul style="list-style-type: none"> <li>a <b>Use historical terms, such as: monarch, war, remembrance;</b></li> <li>b Talk and draw about things from the past;</li> <li>c Use historical vocabulary to retell simple stories about the past.</li> </ul>	<p><b>Year 2 TSKs:</b></p> <ul style="list-style-type: none"> <li>a <b>Use historical terms, such as monarch, parliament, government, war, remembrance;</b></li> <li>b talk, write and draw about things from the past;</li> <li>c use historical vocabulary to retell simple stories about the past;</li> <li>d use drama/role play to communicate their knowledge about the past.</li> </ul>	<p><b>Year 3 TSKs:</b></p> <ul style="list-style-type: none"> <li>a understand appropriate historical vocabulary to communicate information, such as: ruled, reigned, conquer, kingdoms;</li> <li>b <b>organize and communicate ideas about the past using drama role play and writing as an historian by deciding on a main idea and offering supporting details.</b></li> <li>c <b>Present own ideas about a studied period.</b></li> <li>d Use a 'why web' to organize ideas about why something happened</li> </ul>	<p><b>Year 4 TSKs:</b></p> <ul style="list-style-type: none"> <li>a use and understand appropriate historical vocabulary to communicate information, such as: ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>b <b>organize, communicate and present ideas about the past using models, and writing as an historian by deciding on a main idea and offering supporting details while distinguishing between fact and fiction</b></li> <li>c <b>Present ideas based on their own research about a studied period</b></li> <li>d use a 'why web' to</li> </ul>	<p><b>Year 5 TSKs:</b></p> <ul style="list-style-type: none"> <li>a know historical vocabulary, including some abstract terms, such as: democracy, social, cultural, religious;</li> <li>b <b>organize and communicate ideas about the past using discussions, debates, and writing as an historian citing sources and evaluations of their usefulness.</b></li> <li>c continue to present ideas based on their own research about a studied period.</li> <li>d Use a 'why web' as a tool to organize ideas to report on findings</li> </ul>	<p><b>Year 6 TSKs:</b></p> <ul style="list-style-type: none"> <li>a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>b <b>organize, communicate and present ideas about from the past using detailed discussions and debates and writing as an historian by analysing two sides to an event, coming to a conclusion and explaining how that conclusion was reached with an evaluation of the sources used.</b></li> <li>c plan and present a self-directed project or research about the studied period.</li> </ul>
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					organize ideas about the consequence of an event or action		
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