

History KPIs

Key Stage 1 KPIs

	Chronological understanding	Understanding of past events, people and changes in the past	Historical interpretation and enquiry	Organisation and communication	Knowledge
Y1 KPIs "The child ..."	Can sequence simple events, stories and memories from the past or present.	Understands simple comparisons between past and present and that historical events and individuals can be important.	Can recount some simple details from sources and uses them to ask and answer questions.	Understands the concept of a date and demonstrates understanding in a range of ways.	Knows about the key characteristics, people, places and events studied.
Y2 KPIs "The child ..."	Understands past, present and change over time in their own life, and can sequence events on a scale.	Describes similarities and differences between past and present, key events, key individuals and some reasons for these.	Understand some of the different ways one can learn about the past, and uses sources carefully to ask and answer questions.	Describes knowledge through simple narratives, drawings, diagrams. Understands that specific events took place on specific dates.	Knows about the key characteristics, people, places and events studied.

Key Stage 2 KPIs

	Chronological understanding	Understanding of past events, people and changes in the past	Historical interpretation and enquiry	Organisation and communication	Knowledge
Y3 KPIs "The child..."	Understands the use of timelines and dates including AD and BC.	Uses evidence to describe life in the past, significant individuals, change over time, similarities and differences to the present. Begins to understand cause and effect.	Selects from a range of sources to investigate the past, and compares different sources of information about the same event.	Demonstrates understanding using speaking, writing, ICT and drawing skills, and uses dates and terms with increasing accuracy.	Knows about the key characteristics, people, places and events studied, how they fit into a chronology, and their impact on the UK.

<p>Y4 KPIs "The child..."</p>	<p>Can place dates and events from specific periods studied on timelines and understands concept of 19th, 20th and 21st centuries as recent history.</p>	<p>Understands life in the past, and the lives of significant individuals, including beliefs and attitudes and how these can affect change over time and the present. Notes connections, contrasts and trends throughout and between different periods, and cause and effect.</p>	<p>Understands the difference between primary and secondary sources. Selects from and evaluates a range of sources to investigate the past, noting similarities and differences between multiple sources of the same event(s).</p>	<p>Demonstrates understanding in a variety of ways with an audience in min - including speaking, writing, maths (data handling), ICT, drama and drawing skills. Uses dates and terms correctly.</p>	<p>Knows about the key characteristics, people, places and events studied, how they fit into a chronology, and their impact on the UK.</p>
<p>Y5 KPIs "The child..."</p>	<p>Confidently uses timelines to understand change over time and significant events/periods in time and place.</p>	<p>Begins to understand societal and cultural diversity, impact of significant events on change over time. Understands links and the reasons for links between different periods, places and people.</p>	<p>Understands that sources can be subjective and open to bias. Begins to evaluate the reliability of sources, both primary and secondary and uses them to investigate the past.</p>	<p>Chooses the most appropriate way to present structured and organised findings about the past to an audience using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately.</p>	<p>Knows about the key characteristics, people, places and events studied, their causes and effects, how they fit into a chronology, and their impact on the UK.</p>
<p>Y6 KPIs "The child..."</p>	<p>Makes sophisticated use of timelines to understand change, development, movements. Can reference key specific periods in history.</p>	<p>Understands, with reference to reliable evidence, societal and cultural diversity, impact of significant events on change over time. Makes own comments on links and the reasons for links between different periods, places and people.</p>	<p>Carefully selects and evaluates sources to investigate the past and forms opinions about sources used and events described. Understands that sources can be accidentally or deliberately used to present information in different ways to serve particular ends.</p>	<p>Presents information in the most appropriate way and makes accurate use of specific dates and terms.</p>	<p>Knows about the key characteristics, people, places and events studied, their causes and effects, how they fit into a chronology, and their impact on the UK.</p>