

Progression of Skills in History.

Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> -know the difference between 'then' and 'now' -Sequence events in their life -Sequence artefacts from distinctly different periods of time -Match objects to people of different ages -Recognise the difference between past and present in their own and others lives 	<ul style="list-style-type: none"> -Sequence artefacts closer together in time - check with reference book -Sequence photographs etc. from different periods of their life -Describe memories of key events in lives -Use a timeline 	<ul style="list-style-type: none"> -Place the time studied on a time line -Use dates and terms related to the study unit and passing of time -Sequence several events or artefacts -Know the terms BC and AD 	<ul style="list-style-type: none"> -Place events from period studied on time line -Use terms related to the period and begin to date events -Understand more complex terms e.g. BC/AD -Describe changes in the period studied 	<ul style="list-style-type: none"> -Know and sequence key events of time studied -Use relevant terms and period labels -Make comparisons between different times in the past 	<ul style="list-style-type: none"> -Place current study on time line in relation to other studies -Use relevant dates and terms -Identify and compare changes within and across different periods of time.
Range and depth of historical knowledge	<ul style="list-style-type: none"> -know and recount episodes from stories about the past -say why people may have acted in particular way 	<ul style="list-style-type: none"> -recognise why people did things, why events happened and what happened as a result -use information to describe the past -explain the difference between then and now -say why people acted as they did 	<ul style="list-style-type: none"> -find out about everyday lives of people in time studied -compare with our life today with their lives e.g. Clothes, buildings, leisure, culture -identify reasons for and results of people's actions -understand why people may have wanted to do something 	<ul style="list-style-type: none"> -use evidence to reconstruct life in time studied -identify key features and events of time studied -look for links and effects in time studied -offer a reasonable explanation for some events 	<ul style="list-style-type: none"> -study different aspects of different people - differences between men and women, rich and poor etc -examine causes and results of great events and the impact on people -compare life in the early and late times of the period studied -compare an aspect of life with the same aspect in another period e.g. cross reference with a previous 	<ul style="list-style-type: none"> -find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings -compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

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						<ul style="list-style-type: none"> -know key dates, characters and events of time studied -know how the past can affect and influence life today
Interpretations of history	<ul style="list-style-type: none"> -use stories to encourage children to distinguish between fact and fiction -compare adults talking about the past – how reliable are their memories? -use books, photos, pictures, artefacts to find out 	<ul style="list-style-type: none"> -compare 2 versions of a past event -compare pictures or photographs of people or events in the past -discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> -identify and give reasons for different ways in which the past is represented -distinguish between different sources – compare different versions of the same story -look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> -look at the evidence available -begin to evaluate the usefulness of different sources -use text books and historical knowledge 	<ul style="list-style-type: none"> -compare accounts of events from different sources – fact or fiction -offer some reasons for different versions of events -understand that some evidence is unreliable e.g. propaganda, opinions -evaluate evidence 	<ul style="list-style-type: none"> -link sources and work out how conclusions were arrived at -evaluate the most reliable interpretation of an event -be aware that different evidence will lead to different conclusions -confidently use the library and internet for research
Historical Enquiry	<ul style="list-style-type: none"> -find answers to simple questions about the past e.g. which is old/new? What are they used for? 	<ul style="list-style-type: none"> -identify ways the past is represented. -ask questions -answer questions 	<ul style="list-style-type: none"> -use a range of sources to find out about a period -observe small details – artefacts, pictures -select and record information relevant to the study -begin to use the library and internet for research 	<ul style="list-style-type: none"> -use evidence to build up a picture of a past event -choose relevant material to present a picture of one aspect of life in time past -ask a variety of questions -use the library and internet for research 	<ul style="list-style-type: none"> -begin to identify primary and secondary sources -use evidence to build up a picture of a past event -select relevant sections of information -use the library and internet for research with increasing confidence -choose reliable sources of evidence -investigate their own lines of enquiry 	<ul style="list-style-type: none"> -recognise primary and secondary sources -use a range of sources to find out about an aspect of time past -suggest omissions and the means of finding out -bring knowledge gathered from several sources together in a fluent account

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Organisation and Communication	<p>Communicate their knowledge through: Discussion... Grouping objects... Drawing pictures... Drama/role play.. Making models..... Writing stories.. Using ICT...</p>	<p>-describe objects, people or events -use timelines</p>	<p>-use different genres of writing</p>	<p>Recall, select and organise historical information Communicate their knowledge and understanding.</p>	<p>-self directed research project</p>	<p>-select and organise information to produce structured work, making appropriate use of dates and terms. (Level 5)</p>
EVALUATION	<p>-show interest and describe what they like about their work and the work of others -explain what they have learnt giving details about notable people -Verbally reflect on their work and what they could do better next time -Describe the similarities and differences between then and now</p>	<p>-explain why they have organised objects in this way. -Reflect on what they have learnt and how it continues from previous learning. -describe the similarities and between the period studies and now</p>	<p>-discuss the period they have studied and how it is different from now. -explain when the period studied happened. -explain why there might be more than 1 version of an event.</p>	<p>-discuss the period studied and explain how it is different and similar to now. -explain what BC and AD mean -be able to put events in the period studied in order. -be able to make links between events within and across periods studied</p>	<p>-reflect on and analyse the period studied -be able to explain different opinions of the same event -compare and contrast different aspects of the period studied</p>	<p>-provide a reasoned argument as to why people acted as they did in the past. -explain how beliefs and behaviours have changed over time. -know the difference between primary and secondary sources and how they inform historians.</p>
VOCABULARY	<p>Past Present Sequence Artefacts Periods of time Fact Fiction Source Photographs Memory Events Compare Contrast</p>		<p>As KS1 plus Time line Dates BC and AD Chronology/chronological order Evidence</p>	<p>As EYFS and KS1 plus Beliefs and behaviour Cause and effect Version of events Interpretation Primary and secondary sources</p>		

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	Reliability		
KEY QUESTIONS	<ul style="list-style-type: none"> -Tell me what you've been learning in history this term. - tell me what you know about what you have learnt. Who would you like to learn about? -tell me about someone important in history. -why was this important? -how could you improve your knowledge of history. 	<ul style="list-style-type: none"> -Tell me what you've been learning in history this term. -what can you tell me about the period of history you have learnt about? What were people's lives like during this historical period? -how has the period in history influenced other periods? -what do you know about how time is recorded? -how could you improve your knowledge of history. 	<ul style="list-style-type: none"> -Tell me what you've been learning in history this term. -what can you tell me about the how people's actions affected other people during this period in time? -how is time measured during this period? -what is the significance of this period? -how does it affect the present? -what have you learnt about how people's beliefs have changed? -how could you improve your knowledge of history.