

History Skills Progression



<p style="text-align: center;"><u>Year 1</u> What was the purpose of a castle? Why did London burn?</p> <p style="text-align: center;"><u>Year 2</u> Was Captain Cook a Pirate? What was it like to be an Evacuee?</p>		
	Breadth of Study	Skills
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 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 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Observe and handle evidence to ask questions about the past. Use picture of the Great Fire of London to establish why the fire spread. To understand what happened as a result of the Great Fire of London. To compare differences in London, before and after the Great Fire <p>Explore Kings and Queens of the past placing events in order on a time line.</p> <ul style="list-style-type: none"> Place objects in order of time by identifying old and new. Begin to understand the difference between long and short term timelines. <p><u>Year 2</u></p> <ul style="list-style-type: none"> To place key events from Captain Cook's life in order on a time line. Look at the lives of significant individuals such as Captain Cook and Label time lines with words or phrases such as; past, present, older and newer.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Use time language such as yesterday, last week, a long time ago. Use words or phrases such as: past, present, older, newer. To ask simple questions about the past. Describe similarities and differences in artefacts. <p><u>Year 2</u></p> <ul style="list-style-type: none"> To identify differences before and after an event. Conduct key historical research to find out about the different lives of key individuals from the past, identifying how they have shaped history. Explain how local events and people have had an impact internationally.
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? Compare 2 versions of a past event Compare pictures or photographs of people or events in the past 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> To compare different versions of the past. <p>Make comparison between the time periods studied.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> Children can compare old farmers/ homes of evacuees with the homes of children today and talk about the differences.

History Skills Progression



	<ul style="list-style-type: none"> Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Children use speaking and listening skills to ask questions about the lives of Evacuees. To review cause and effect of events in history.
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<p>Year 1</p> <ul style="list-style-type: none"> Ask and answer questions about the past. Use a variety of different sources of evidence to ask and answer questions about the Great Fire of London. Identify what an artefact is and can use these to explore the answers to the questions they have about the past. <p>Year 2</p> <ul style="list-style-type: none"> Ask questions such as: What was it like for people? What happened? How long ago? Use a primary source to answer questions about the past. To understand how evidence is collected.

<p>Year 3 What was life like in a Prehistoric world? What is the legacy left by the Ancient Greeks?</p> <p>Year 4 Who were the Romans? Why invade and settle in Britain?</p>		
	Breadth of Study	Skills
Chronological understanding	<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 Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<p>Year 3</p> <ul style="list-style-type: none"> Study life on Skara Brae. Place events, artefacts and historical figures on a time line using dates. Understand the concept of 'Ancient' by placing the Ancient Greece on a timeline in history. Use dates and terms to describe events. <p>Year 4</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. Place events and historical figures on a timeline using dates. To trace and understand Britain's role within the Roman Empire. To use evidence to ask questions and understand the decline and fall of the Western Roman Empire and its impact on Britain.

History Skills Progression



		<ul style="list-style-type: none"> Understand more complex terms e.g. BCE/AD. Use terms related to the time period and begin to date events more accurately.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 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 	<p>Year 3</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including experiences of everyday life. To understand the importance of Stone Age inventions. To understand how the introduction of farming changed Stone Age life. To suggest causes and consequences of events in history <p>Year 4</p> <ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. Use dates and historical terms to describe events in increasing detail. Begin to recognise and quantify the different time periods that exist between groups that invade Britain. Begin to understand the concept of change over time and can recognise that the legacy left behind by our invaders has shaped our lives today.
Interpretations of history	<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 Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<p>Year 3</p> <ul style="list-style-type: none"> To generate questions to find out about events in the past, what would you ask a caveman? Find out about the beliefs of the Ancient Greeks by looking at factual evidence. Research the Ancient Olympics and establish what they tell us about the past. <p>Year 4</p> <ul style="list-style-type: none"> Describe different accounts of historical events, explaining some of the ways the accounts may differ. Talk with confidence about the reasons they think Britain was seen as a desirable place to invade and conquer.
Historical enquiry	<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 Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life 	<p>Year 3</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Look at a range of Greek artefacts – what do they tell us about the past? <p>Year 4</p> <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

History Skills Progression



	<p>in time past</p> <ul style="list-style-type: none"> • Ask a variety of questions • Use the library and internet for research 	<ul style="list-style-type: none"> • To suggest and evaluate sources of evidence using appropriate vocabulary. • To evaluate primary and secondary sources to find out about Caesar's attempted invasion in 55-54BC, Augustus, the successful invasion by Claudius (including Hadrian's Wall) and the Roman Empire. <p>Suggest suitable sources of evidence for historical enquiries</p>
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<p style="text-align: center;">Year 5 Could you keep calm and carry on? What was life like in the Mayan civilization? Year 6 Why did the Egyptians build the Pyramids? Was power abused by the Tudor royals?</p>		
	Breadth of Study	Skills
<p>Chronological understanding</p>	<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 • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line 	<p>Year 5</p> <ul style="list-style-type: none"> • Study a non-European society that provides a contrast with British history (Mayan civilization AD 900). <p>Year 6</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history. • Use dates and terms accurately in describing events. • Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.
<p>Range and depth of historical knowledge</p>	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period • 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 	<p>Year 5</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. <p>Year 6</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural. • To begin to understand the role of an archaeologist to piece together information and create a picture of the past.

History Skills Progression



	<ul style="list-style-type: none"> • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied 	<ul style="list-style-type: none"> • Study Egyptian architecture and discuss main features. <p>Compare an aspect of life with the same aspect in another period.</p>
Interpretations of history	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research 	<p>Year 5</p> <ul style="list-style-type: none"> • Understand our knowledge of the past is constructed from a range of sources. • Understand that no single source of evidence gives the full answer to questions about the past. • Research aspects of daily life using primary resources and compare and contrast findings. <p>Year 6</p> <ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past.
Historical enquiry	<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. • 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 	<p>Year 5</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Use appropriate historical vocabulary to communicate. <p>Year 6</p> <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use sources of information to make deductions about life in Ancient Egypt.