

HISTORY PROGRESSION - SKILLS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CHRONOLOGICAL UNDERSTANDING						
SKILLS	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Match objects to people of different ages.</p> <p>Sequence the story of a significant historical figure/event</p> <p>Use timelines to order events.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p> <p>Order events in a period of history studied and begin to recall important dates.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini.)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Sequence several events.</p> <p>Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.</p>	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Understand how some historical events occurred concurrently in different locations.</p>	<p>Use terms related to the period and begin to date events.</p> <p>Use words and phrases for movements or times of change, e.g. industrial revolution.</p> <p>Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p> <p>Describe the main changes in periods studied.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms.</p> <p>Create, from memory, a timeline for key dates.</p>
KNOWLEDGE AND UNDERSTANDING OF THE PAST						
SKILLS	<p>Recall some facts about people/events before living memory.</p> <p>Describe, in simple terms, why a significant individual acted the way they did.</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Begin to understand cause and effect by looking at significant individual's actions and what happened as a result.</p> <p>Recount the key events from a significant event in history.</p> <p>Describe how people, places and events have changed over time.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Use evidence to describe the everyday lives and settlements of people in the past, e.g. culture and leisure activities and everyday actions of people in the past.</p> <p>Use evidence to find out how things may have changed during a time period.</p>	<p>Identify key features and events of time studied</p> <p>Use evidence to reconstruct life in time studied</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Explain that an event can have more than one cause.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today</p>	<p>Use a range of evidence to reconstruct life in time studied</p> <p>Explain why significant individuals acted as they did.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology).</p>	<p>Make connections between two periods of history, to begin to develop historical perspective.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe the outcomes of, the main events and changes in historical periods, showing factual knowledge of Britain.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Describe how their own lives have been influenced by a significant individual, movement or event.</p>

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HISTORICAL INTERPRETATION

<p>SKILLS</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, and the internet to find out about the past Compare pictures or photographs of people or events in the past.</p>	<p>Explore the idea that there are different accounts of history. 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.</p>	<p>Look at the evidence available. Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge</p>	<p>Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Describe how different types of evidence tell us different things about the past Evaluate evidence to choose the most reliable forms.</p>	<p>Evaluate evidence to choose the most reliable forms. Know that people both in the past and today have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 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. Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p>
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HISTORICAL ENQUIRY

<p>SKILLS</p>	<p>Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e., "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e., "What were they used for?" and try to answer. Respond to simple questions about the past, using sources of information and/or simple material (e.g. photographs)</p>	<p>Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information and sources to answer questions. Build a 'bigger picture' using a range of source material.</p>	<p>Ask and answer a variety of questions. Choose the most important source material for a task, showing awareness of a range of sources. Use a range of sources to find out about a period Select and record information relevant to the study Begin to use the library and internet for research. Recognise primary and secondary sources.</p>	<p>Use a range of source materials to answer questions about the past which go beyond simple observations. Ask questions and answer more complex questions about the past through independent research. 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 in time past. Select and record information relevant to the study.</p>	<p>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 Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer and make informed responses based on this. Use a range of local history resources.</p>	<p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Bring knowledge gathered from several sources together in a fluent account.</p>
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	to answer questions beyond living memory.				Research and use sources required to present an in-depth study of the local area.	
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ORGANISATION AND COMMUNICATION

SKILLS	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. Retell a story or significant event from the past	Describe objects, people or events in history. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, recounts, stories, diaries, drawing, labelled diagrams, etc..	Communicate ideas about the past using different genres of writing, recounts, stories, diaries, drawings, etc.	Recall, select and organise historical information Communicate ideas about from the past using a variety of ways.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Select and organise information to produce structured work, making appropriate use of dates and terms. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.
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VOCABULARY

VOCABULARY	year, timeline, different, living memory, decade, century, long ago, similar, memories	era/period, chronological order, artefacts, historians, impact	BC –Before Christ, AD – Anno Domini, millennium, period, age, primary evidence, secondary evidence, impact, conquest, archaeology, settlements	BCE – Before the common era, CE Common Era, archaeologist, empire, civilisation, invasion, millennium, legacy	consequences, reliability, cause and effect, significance, impact, legacy	reliability, bias, propaganda, motive, stereotype, continuity, significance.
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