



Skills History Progression 2020/21

Subject area: History

Curriculum leader: Joanne Parker

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological understanding</p>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC/AD and BCE/CE.</p> <p>Uses words and phrases: century, decade, Neolithic, prehistoric, Stone Age and Bronze Age.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC/AD, CBE/CE Ancient Egyptians, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians, 20th Century and Digital Age.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>

						e.g Roman Invasion of Britain and End of Victorian Era.
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<p>Knowledge and understanding of past events, people and changes in the past</p>	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p> <p>Understands reliability of evidence can be questioned.</p>	<p>Uses evidence to describe past:</p> <p><i>Houses and settlements in Stone Age and Ancient Egypt</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Way of life and actions of people</i></p> <p><i>Buildings and their uses</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Things of importance to people</i></p> <p>Uses evidence to find out how any of these may have changed during a time period.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of studied period from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. E.g the importance of the British Empire.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>e.g the outbreak of WW1.</p> <p>Identifies changes and links within and across the time periods studied. .e.g the role of women.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period. E.g social reforms in Victorian Britain.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence. The Iceni rebellion by Boudicca.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some</p>

			<p>Describes similarities and differences between people, events and objects</p> <p>Demonstrate understanding through appropriate response. E.g written, drama etc.</p>			<p>people, events and objects studied.</p> <p>Describes how some changes affect life today. Victorian Leeds.</p> <p>Makes links between some features of past societies.</p>
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical interpretation	<p>Begins to identify and recount some details from the past from sources (eg. Artefacts, pictures, stories)</p> <p>Understands the difference between fact and opinion, facts and fiction.</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts. e.g The Christmas Truce.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p> <p>e.g Propaganda posters.</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>

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Historical enquiry	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?',	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people?' What did people do for?'	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Sources from Slave Traders. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.

		<p>'how long ago did happen?',</p> <p>Estimates the ages of people by studying and describing their features.</p>	<p>Suggests sources of evidence to use to help answer questions.</p>	<p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	
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Organisation and communication	<p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, making models, talking).</p>	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information,</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>

		writes about them to tell others about people, events and objects from the past.		realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	present information to an audience	
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