

History Progression of Skills

Phase One (Years 1 and 2)

Learning Intent

(**Learning**, Transforming, Growing)

Strands	Year 1	Year 2
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 	<ul style="list-style-type: none"> • Sequence artefacts together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives
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 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times
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? 	<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
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
Organisation and Communication	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...

History Progression of Skills

Phase Two (Years 3 and 4)		
Learning Intent (Learning , Transforming, Growing)		
Strands	Year 3	Year 4
Chronological Understanding	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place the time studied on a timeline Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD and BCE/CE
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find out about everyday 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 	<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
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 including visiting museums and analysing cartoons 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge
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 	<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
Organisation and Communication	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding

History Progression of Skills

Phase Three (Years 5 and 6)		
Learning Intent (<u>Learning</u> , Transforming, Growing)		
Strands	Year 5	Year 6
Chronological Understanding	<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 a timeline in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Study different aspects of different people in the in time studied - 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 	<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 • Know key dates, characters and events of time studied
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 	<ul style="list-style-type: none"> • 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
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 	<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
Organisation and Communication	<ul style="list-style-type: none">• Recall, select and organise historical information• Communicate their knowledge and understanding	<ul style="list-style-type: none">• Select and organise information to produce structured work, making appropriate use of dates and terms.