

Progression of History skills



Objective	Years 1 and 2	Years 3 and 4	Years 5 and 6
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 photographs from different periods of their life. 	<ul style="list-style-type: none"> Place the time studied on a time line. Use dates and terms related to the study until and passing of time. Sequence several events or artefacts closer together in time. Begin to date events. Understand the terms BC/AD Understand how and when Britain has influenced the wider world throughout history. 	<ul style="list-style-type: none"> Place current study on a timeline in relation to other studies. Make comparisons between different times in the past. Sequence up to 10 events on a time line. Know key dates, characters and events of dates studied. Understand how and when Britain has influenced, and has been influenced by the wider world.
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 their past. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> Find out about everyday lives of people in the 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. 	<ul style="list-style-type: none"> Study different aspects of different people - e.g men and women etc. Examine causes and results of great events and the impact on people. 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.
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. Compare 2 versions of a past account. Compare pictures or photographs of people or events in the past. 	<ul style="list-style-type: none"> Distinguish between different sources and compare different versions of the same story - fact or fiction. 	<ul style="list-style-type: none"> Compare accounts of events from different sources and consider how different conclusions were arrived at.

Progression of History skills



	<ul style="list-style-type: none"> Discuss reliability of photos/accounts/stories. 	<ul style="list-style-type: none"> Look at representations of the period studied (museum, cartoons, writing, newspapers etc) Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. 	<ul style="list-style-type: none"> Consider ways of checking the accuracy of interpretations - fact or fiction <i>and opinion</i>. Be aware that different evidence will lead to different conclusions. Confidently use the internet and library for research.
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. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details in artefacts and pictures. Select and record information relevant to the study. Begin to recognise primary and secondary sources. 	<ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to build a picture of a past event/era. Select relevant sections of information. 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"> Communicate their knowledge through: <ul style="list-style-type: none"> 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 using the appropriate use of dates and terms. 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms specified above.
Vocabulary	<p>Ancient Timeline Different Living memory Inventions Decade4 Modern Date order Because...</p>	<p>era/period chronological order B.C (Before Christ) A.D (Anno Domini) Empire Invasion Legacy Sources Continuity</p>	<p>era/period chronological order B.C (Before Christ) A.D (Anno Domini) On one hand This sources suggests... Reliable Consequences Archaeology</p>

Progression of History skills



	<p>Opinion What...? Where...? When...? Century Long ago Similar Memories Artefact Past/present the future modern chronological order</p>	<p>Impact Importance First/second hand evidence Archaeologist Millennium Infer</p>	<p>Suggest Continuity Infer Democracy Diversity Variety of sources Legacy Impression Morale This sources omits to mention... Biased Reliability</p>
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Topic Drivers 2019/2020	<p style="text-align: center;">Once upon a castle A study into significant historical events, people and places in our own locality.</p> <p style="text-align: center;">London's Burning Events beyond living memory that are significant nationally and globally.</p> <p style="text-align: center;">Beside the Seaside Changes over time, exploring continuity and change.</p>	<p style="text-align: center;">Walk like an Egyptian A study into the achievements of the earliest civilizations including where and when the Egyptian civilization appeared</p> <p style="text-align: center;">Vicious Vikings A study into the Viking struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p style="text-align: center;">It's all Greek! A study of Greek life and achievements and their influence on the western world.</p>	<p style="text-align: center;">Down t'pit A local history study which will study over time how aspects of national history are reflected in the locality of Wakefield and the surrounding area.</p> <p style="text-align: center;">Off with their heads A study of changes in Britain's social history over time and the changing power of monarchs.</p>

Progression of History skills

