

## Progression of History skills



Objective	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Sequence events in their life.</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>Match objects to people of different ages.</li> <li>Sequence photographs from different periods of their life.</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line.</li> <li>Use dates and terms related to the study until and passing of time.</li> <li>Sequence several events or artefacts closer together in time.</li> <li>Begin to date events.</li> <li>Understand the terms BC/AD</li> <li>Understand how and when Britain has influenced the wider world throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on a timeline in relation to other studies.</li> <li>Make comparisons between different times in the past.</li> <li>Sequence up to 10 events on a time line.</li> <li>Know key dates, characters and events of dates studied.</li> <li>Understand how and when Britain has influenced, and has been influenced by the wider world.</li> </ul>
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives.</li> <li>They know and recount episodes from stories about their past.</li> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in the time studied.</li> <li>Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> <li>Use evidence to reconstruct life in time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - e.g men and women etc.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare an aspect of life with the same aspect in another period.</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> </ul>
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> <li>Compare 2 versions of a past account.</li> <li>Compare pictures or photographs of people or events in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between different sources and compare different versions of the same story - fact or fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources and consider how different conclusions were arrived at.</li> </ul>

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	<ul style="list-style-type: none"> <li>Discuss reliability of photos/accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>Look at representations of the period studied (museum, cartoons, writing, newspapers etc)</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Consider ways of checking the accuracy of interpretations - fact or fiction <i>and opinion</i>.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confidently use the internet and library for research.</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information (e.g. artefacts)</li> <li>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Observe small details in artefacts and pictures.</li> <li>Select and record information relevant to the study.</li> <li>Begin to recognise primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to build a picture of a past event/era.</li> <li>Select relevant sections of information.</li> <li>Suggest omissions and the means of finding out.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>Communicate their <b>knowledge</b> through: <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Drama/role play</li> <li>Making models</li> <li>Writing</li> <li>Using ICT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information.</li> <li>Communicate their <b>knowledge and understanding</b> using the appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise information to produce structured work, making appropriate use of dates and terms specified above.</li> </ul>
<b>Vocabulary</b>	<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>

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	<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>
	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Topic Drivers 2019/2020</b>	<p style="text-align: center;"><b>Once upon a castle</b> A study into significant historical events, people and places in our own locality.</p> <p style="text-align: center;"><b>London's Burning</b> Events beyond living memory that are significant nationally and globally.</p> <p style="text-align: center;"><b>Beside the Seaside</b> Changes over time, exploring continuity and change.</p>	<p style="text-align: center;"><b>Walk like an Egyptian</b> A study into the achievements of the earliest civilizations including where and when the Egyptian civilization appeared</p> <p style="text-align: center;"><b>Vicious Vikings</b> 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;"><b>Down t'pit</b> 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;"><b>Off with their heads</b> A study of changes in Britain's social history over time and the changing power of monarchs.</p>

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