



Bedfield and Wetheringsett C of E Primary Schools Progression of Skills Document

Subject: History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages</p> <p>Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives Use a timeline to place important events Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event</p>	<p>Place the time studied on a time line Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts Uses words and phrases: century, decade.</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD, after, before, during.</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies Use relevant dates and terms Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Sequence up to 10 events on a time line</p>

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Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own and others' lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Identify different ways in which the past is represented.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about the past. <input type="checkbox"/> Use a wide range of information to answer questions. <p>Recounts main events from a significant in history.</p>	<p>Find out about everyday lives of people in time studied Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about 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 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</p>

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Interpretations of history	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</p>	<p>Compare two versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</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>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>

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Historical enquiry	<p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <ul style="list-style-type: none"> 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. 	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimates the ages of people by studying and describing their features</p>	<p>Use a range of sources to find out about a period</p> <p>Suggests sources of evidence to use to help answer questions. Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p> <p>Asks questions such as 'how did people? What did people do for?'</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past</p> <p>Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions</p> <p>Use the library and internet for research Understands the difference between primary and secondary sources of evidence.</p> <p>Asks questions such as 'what was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions</p>	<p>Begin to identify primary and secondary sources Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information Use the library and internet for research with increasing confidence</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out</p> <p>Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Bring knowledge gathered from several sources together in a fluent account</p>

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Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role plays... • Making models..... • Writing... • Using ICT 			Recall, select and organise historical information Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.