



## High Hesket CE Primary School

### Progression of skills in History

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronological understanding</b>	Place known events and objects in chronological order  Sequence events and recount changes within living memory  Use common words and phrases relating to passing of time	Show an awareness of the past, using common words and phrases relating to the passing of time  Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods	Place the time studied on a time line and use an increasing range of common words and phrases linking to the passing of time  Use dates and terms related to the study unit and passing of time  Describe memories of key events in his/her life using historical vocabulary	Place events from period studied in a chronological framework (time line )  Use historic terms related to the period and begin to date events  Understand more complex terms eg BC/AD	Know and sequence key events of time studied  Use dates to order and place events on a timeline	Place current study on time line in relation to other studies  Use relevant dates and terms Sequence up to 10 events on a time line
<b>Historical enquiry</b>	Find answers to simple questions about the past from sources of information  Describe some similarities and differences between artefacts and sort from 'then' and 'now'  Ask and answer basic questions about the past	Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented  Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events	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	Use a variety of resources (library,internet) to build up a picture of a past event  Use sources of information in ways that go beyond simple observations to answer questions about the past  Ask a variety of questions	Compare sources of information available for the study of different times in the past	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance  Construct informed responses that involve thoughtful selection and organisation of relevant historical information  Understand how our knowledge of the past is constructed from a range of sources  Make confident use of a variety of sources for independent research

<b>Historical interpretations</b>	<p>Relate own account of an event and understand that others may give a different version</p> <p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Describe changes within living memory and aspects of change in national life</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>Describe significant historical events, people and places in his/her own locality</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>Understand that sources can contradict each other</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</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>
<b>Understanding of events, people and change</b>	<p>Understand key features of events</p> <p>Understand some similarities and differences between ways of life in different periods</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p>	<p>Find out about every day lives of people in time studied</p> <p>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>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</p> <p>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>Give some reasons for some important historical events</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms using evidence to support arguments</p> <p>Know key dates, characters and events of time studied</p>
<b>Organisation and communication</b>	<p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past</p> <p>Record what he/she has learned by drawing and writing</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p>Present findings and communicate knowledge and understanding in different ways</p> <p>Provide an account of a historical event based on more than one source</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	

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