

History

Skills Progression Years F - 6

Year	F	1	2	3	4	5	6
Chronological Understanding	<ul style="list-style-type: none"> Sequence familiar events in the children's own lives. 	<ul style="list-style-type: none"> sequence events/objects in chronological order 	<ul style="list-style-type: none"> sequence artefacts/events/photos closer together in time describe memories of key events in their life 	<ul style="list-style-type: none"> place the time studied in a time line sequence events or artefacts use dates related to the passing of time 	<ul style="list-style-type: none"> place events from the period studied in a time line use terms related to the period and begin to date events understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> place current study on time line in relation to other studies know and sequence key events of time studies use relevant terms and periods labels make comparisons between different times of history 	<ul style="list-style-type: none"> place currents study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Children talk about similarities and differences in relation to objects 	<ul style="list-style-type: none"> begin to describe similarities and differences in artefacts drama-why people did things use a range of sources to find 	<ul style="list-style-type: none"> find out about people and events in other times confidently describe similarities and differences between artefacts 	<ul style="list-style-type: none"> in the time studied find out about everyday lives of people compare with our life today identify reasons for and results of people's actions understand why people may have 	In time studied <ul style="list-style-type: none"> use evidence to reconstruct life identify key features and events look for links and effects offer a reasonable 	<ul style="list-style-type: none"> study different aspects of life of different people-difference between men and women examine causes and results of great events and the impact on people 	<ul style="list-style-type: none"> find out about beliefs, behaviours and characteristics of people compare beliefs and behaviour with another period studied write another explanation of a

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		out features of the past <ul style="list-style-type: none"> study change through the lives of significant individuals 	<ul style="list-style-type: none"> drama-develop empathy and understanding (hot seating) study change through the lives of significant individuals 	had to do something	explanation for some events <ul style="list-style-type: none"> develop a broad understanding of ancient civilisations 	<ul style="list-style-type: none"> compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilisation in detail 	past event in terms of cause and effect <ul style="list-style-type: none"> know key dates, characters and events of time studies compare and contrast ancient civilisations
Interpretation	<ul style="list-style-type: none"> Children can talk about past and present events in their own lives and the lives of family members. 	<ul style="list-style-type: none"> begin to identify different ways to represent the past e.g. photos, stories, adults talking about the past 	<ul style="list-style-type: none"> compare pictures or photographs of people or events in the past be able to identify different ways to represent the past 	<ul style="list-style-type: none"> identify and give different reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period - museums 	<ul style="list-style-type: none"> look at the evidence available begin to evaluate the usefulness of different sources use text books and historical knowledge 	<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, fiction of opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research
Enquiry	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> sort artefacts 'then' and 'now' use a wide a range of sources as possible 	<ul style="list-style-type: none"> use a source – why, what, who, how and where, to ask questions and find answers 	<ul style="list-style-type: none"> use a range of sources to find out about a period 	<ul style="list-style-type: none"> use evidence to begin to build up a picture of a past event chose relevant material to 	<ul style="list-style-type: none"> begin to identify primary and secondary sources use evidence to build up a picture 	<ul style="list-style-type: none"> recognise primary and secondary sources use a range of sources to find

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		<ul style="list-style-type: none"> speaking and listening (links to English) to ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> sequence a collection of artefacts use of time lines discuss the effectiveness of sources 	<ul style="list-style-type: none"> observe small details-artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions 	<ul style="list-style-type: none"> present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research 	<ul style="list-style-type: none"> of life in a time studied select relevant sections of information confident use the library, e-learning, research 	<ul style="list-style-type: none"> out about an aspect of time past. bring knowledge gathering from several sources together in a fluent account
Communication And Organisation	<ul style="list-style-type: none"> children talk about drawings, objects that link to their own past. 	<ul style="list-style-type: none"> Timelines (3D with objects/sequential pictures) drawing drama/role play writing (reports, labelling, simple recounts) computing 	<ul style="list-style-type: none"> as Y1 class display or museum annotated photographs 	<ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, computing 	<ul style="list-style-type: none"> select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups 	<ul style="list-style-type: none"> fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms - showing initiative 	<ul style="list-style-type: none"> select aspect of study to display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations

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