



History Progression of Skills

The document below has been designed to show how we will cover all of the relevant history knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic.

| Year Group | Chronological Awareness | Knowledge and Understanding | Historical Contexts | Organise, Evaluate and Communicate Information |
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| 1 | <ul style="list-style-type: none"><input type="checkbox"/> Sequence some events or 2 related objects in order of time.<input type="checkbox"/> Use words and phrases: old, new, now, then, yesterday<input type="checkbox"/> Remember part of stories and memories about the past. | <ul style="list-style-type: none"><input type="checkbox"/> Tell the difference between past and present in their own lives and other people lives.<input type="checkbox"/> Listen to eye-witness accounts from grandparents.<input type="checkbox"/> Begin to suggest why something might be different. | <ul style="list-style-type: none"><input type="checkbox"/> Begin to identify and recount some details from the past from pictures and stories.<input type="checkbox"/> Find answers to simple questions about the past by using source material.<input type="checkbox"/> Discover about the past through role play/drama. | <ul style="list-style-type: none"><input type="checkbox"/> Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking. |
| 2 | <ul style="list-style-type: none"><input type="checkbox"/> Recount changes in own life over time.<input type="checkbox"/> Put 3 people, events or objects in order using a given scale<input type="checkbox"/> Use words and phrases: related to topic vocabulary to do with time | <ul style="list-style-type: none"><input type="checkbox"/> Use a range of sources to describe differences between then and now<input type="checkbox"/> Recount main events from a significant time in history<input type="checkbox"/> Use evidence to explain reasons why people acted in the past as they did. | <ul style="list-style-type: none"><input type="checkbox"/> Look carefully at pictures, eye-witness accounts or objects to find information about the past.<input type="checkbox"/> Ask questions about the source material<input type="checkbox"/> Say how features of the period influence how events are treated. | <ul style="list-style-type: none"><input type="checkbox"/> Write simple stories and recounts about the past.<input type="checkbox"/> Draw labelled diagrams and write about them to tell others about people, objects and events from the past. |

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| 3 | <ul style="list-style-type: none"> <input type="checkbox"/> Use timelines to place events in order <input type="checkbox"/> Understand timelines can be divided in BC and AD <input type="checkbox"/> Use words and phrases: century, decade | <ul style="list-style-type: none"> <input type="checkbox"/> Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. <input type="checkbox"/> Use evidence to find out how any of these may have changed during a time period <input type="checkbox"/> Suggest reasons for why there were differences between periods. | <ul style="list-style-type: none"> <input type="checkbox"/> Use a range of source material including visits to collate information about the past. <input type="checkbox"/> Identify the difference between fact and opinion. <input type="checkbox"/> Look at 2 different versions of the same event and viewpoints and identify differences in the accounts. | <ul style="list-style-type: none"> <input type="checkbox"/> Present findings about past using speaking, writing, ICT and drawing skills. <input type="checkbox"/> Uses dates and vocabulary related to topic accurately. <input type="checkbox"/> Suggest different ways of presenting information for different purposes. |
| 4 | <ul style="list-style-type: none"> <input type="checkbox"/> Name and place dates of significant events of the period on a timeline. <input type="checkbox"/> Place certain topics on a timeline showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period. | <ul style="list-style-type: none"> <input type="checkbox"/> Show knowledge and understanding by describing features of past societies and periods. <input type="checkbox"/> Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. <input type="checkbox"/> Describe how some of the past events affect life today. | <ul style="list-style-type: none"> <input type="checkbox"/> Understand the difference between primary and secondary sources <input type="checkbox"/> Give reasons why there may be different accounts of history looking at propaganda. <input type="checkbox"/> Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions. | <ul style="list-style-type: none"> <input type="checkbox"/> Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words such as monarch, settlement, invader accurately. |
| 5 | <ul style="list-style-type: none"> <input type="checkbox"/> Sequence historical periods <input type="checkbox"/> Identify changes within and across historical periods <input type="checkbox"/> Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance etc. | <ul style="list-style-type: none"> <input type="checkbox"/> Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. <input type="checkbox"/> Give short term cause and consequence of the main events, situations and changes in the period studied. <input type="checkbox"/> Identify changes and links within and across the time periods studied. | <ul style="list-style-type: none"> <input type="checkbox"/> Question reliability of source material and can give reasons why something is or is not reliable. <input type="checkbox"/> Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. <input type="checkbox"/> Know that people can represent events or ideas in ways that persuade others - bias and propaganda. | <ul style="list-style-type: none"> <input type="checkbox"/> Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Uses dates and terms correctly. |

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| 6 | <ul style="list-style-type: none"> <input type="checkbox"/> Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point <input type="checkbox"/> Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. <input type="checkbox"/> Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war. | <ul style="list-style-type: none"> <input type="checkbox"/> Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. <input type="checkbox"/> Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. <input type="checkbox"/> Describe how some changes impact both on subsequent periods, and, in the long term, on today's society. | <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the usefulness and accuracy of different sources understanding the affect of propaganda, bias, misinformation and opinion. <input type="checkbox"/> Form own opinions about historical events from a range of sources. <input type="checkbox"/> Select the most appropriate source material, using primary and secondary , for a particular task. | <ul style="list-style-type: none"> <input type="checkbox"/> Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Makes accurate use of specific dates and terms. |
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