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| C:\Users\Faith Primary School\Desktop\OneDrive - Faith Primary School\Faith school logo .jpg | **Skills Progression**  Subject Area: History  Curriculum Leader: Lucy Starns | | | | | |
| Skill | Year 1 | Year2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological Understanding | Sequence events in their life  Sequence 3 or 4 artefacts from distinctly different periods of time  (up to 100 years in intervals of 10)  Match objects to people of different ages | Sequence artefacts closer together in time – within the last 100 years and some beyond  Sequence photographs etc. from different periods of their life  Describe memories of key events in lives  Use words and phrases such as recently, before, after, now and later. | Use timelines to place events in order (intervals of 10/100)  Understand timelines can be divided between BC and AD.  Sequence several events or artefacts  Use dates and terms related to the study unit and passing of time.  Use words and phrases: century, decade. | Uses timelines with intervals of 10/100/1000 years.  Begins to appreciate length of time for different periods.  Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.  Names and places dates of significant events from past on a Timeline.  Uses words and phrases: century, decade, BC, AD, after, before, during. | Uses timelines to place and sequence local, national and international events (5 or more events)  Begins to design own timeline to sequence events learned.  Sequences historical periods.  Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.  Identifies changes within and across historical periods. | Creates own timelines to place events, periods and cultural movements from around the world.  Uses timelines to demonstrate periods of time and passing of time.  Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.  Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.  Names date of any significant event studied from past and place it correctly on a timeline. |
| Knowledge and understanding of past events, people and changes in the past | Recognise the difference between past and present in their own and others’ lives  They know and recount episodes from stories about the past | Recognise why people did things, why events happened and what happened as a result  Identify differences between ways of life at different times | Find out about everyday lives of people in time studied  Compare with our life today  Identify reasons for and results of people's actions  Understand why people may have wanted to do something | Use evidence to reconstruct life in time studied  Identify key features and events of time studied  Look for links and effects in time studied  Offer a reasonable explanation for some events | Study different aspects of different people - differences between men and women  Examine causes and results of great events and the impact on people  Compare life in early and late 'times' studied  Compare an aspect of lie with the same aspect in another period | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  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 |
| Historical Interpretation | Use stories to encourage children to distinguish between fact and fiction  Compare adults talking about the past – how reliable are their memories? | Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past  Discuss reliability of photos/ accounts/stories | Identify and give reasons for different ways in which the past is represented  Distinguish between different sources – compare different versions of the same story  Look at representations of the period – museum, cartoons etc | Look at the evidence available  Begin to evaluate the usefulness of different sources  Use text books and historical knowledge | Compare accounts of events from different sources – fact or fiction  Offer some reasons for different versions of events | Link sources and work out how conclusions were arrived at  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion  Be aware that different evidence will lead to different conclusions  Confidently use the library and internet for research |
| Historical Enquiry | Find answers to simple questions about the past from sources of information e.g. artefacts | Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. | 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 evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Ask a variety of questions  Use the library and internet for research | Begin to identify primary and secondary sources  Use evidence to build up a picture of a past event  Select relevant sections of information  Use the library and internet for research with increasing confidence | Recognise primary and secondary sources  Use a range of sources to find out about an aspect of time past  Suggest omissions and the means of finding out  Bring knowledge gathered from several sources together in a fluent account |
| Organisation and Communication | Communicate their knowledge through:  Discussion….  Drawing pictures…  Drama/role play..  Making models…..  Writing..  Using ICT… | | | Recall, select and organise historical information  Communicate their knowledge and understanding through:  Workbooks…  Projects…  Presentations… | | Select and organise information to produce structured work, making appropriate use of dates and terms. |