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| C:\Users\Faith Primary School\Desktop\OneDrive - Faith Primary School\Faith school logo .jpg | **Skills Progression**Subject Area: HistoryCurriculum Leader: Lucy Starns |
| Skill | Year 1 | Year2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological Understanding | Sequence events in their lifeSequence 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 beyondSequence photographs etc. from different periods of their lifeDescribe memories of key events in livesUse 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 artefactsUse 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’ livesThey know and recount episodes from stories about the past | Recognise why people did things, why events happened and what happened as a resultIdentify differences between ways of life at different times | Find out about everyday lives of people in time studiedCompare with our life todayIdentify reasons for and results of people's actionsUnderstand why people may have wanted to do something | Use evidence to reconstruct life in time studiedIdentify key features and events of time studiedLook for links and effects in time studiedOffer a reasonable explanation for some events | Study different aspects of different people - differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late 'times' studiedCompare 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 feelingsCompare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationKnow key dates, characters and events of time studied |
| Historical Interpretation | Use stories to encourage children to distinguish between fact and fictionCompare adults talking about the past – how reliable are their memories? | Compare 2 versions of a past eventCompare pictures or photographs of people or events in the pastDiscuss reliability of photos/ accounts/stories | Identify and give reasons for different ways in which the past is representedDistinguish between different sources – compare different versions of the same storyLook at representations of the period – museum, cartoons etc | Look at the evidence availableBegin to evaluate the usefulness of different sourcesUse text books and historical knowledge | Compare accounts of events from different sources – fact or fictionOffer some reasons for different versions of events | Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfidently 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 periodObserve small details – artefacts, picturesSelect and record information relevant to the studyBegin to use the library and internet for research | Use evidence to build up a picture of a past eventChoose relevant material to present a picture of one aspect of life in time pastAsk a variety of questionsUse the library and internet for research | Begin to identify primary and secondary sourcesUse evidence to build up a picture of a past eventSelect relevant sections of informationUse the library and internet for research with increasing confidence | Recognise primary and secondary sourcesUse a range of sources to find out about an aspect of time pastSuggest omissions and the means of finding outBring 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 informationCommunicate their knowledge and understanding through:Workbooks…Projects…Presentations… | Select and organise information to produce structured work, making appropriate use of dates and terms. |