

Progression in History Skills St Peter's C of E Primary Academy



Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology Objects	<ul style="list-style-type: none"> sort familiar objects into "then" and "now" 	<ul style="list-style-type: none"> sequence a collection of artefacts – newest-oldest 	<ul style="list-style-type: none"> Place artefacts on a timeline based on careful observation 	<ul style="list-style-type: none"> Place artefacts on a more detailed timeline based on research 	<ul style="list-style-type: none"> Describe artefacts from different periods accurately using historical vocabulary 	<ul style="list-style-type: none"> Identify unknown artefacts using own knowledge of history
Chronology - events	<ul style="list-style-type: none"> Share memories and events from their own life Retell a historical story 	<ul style="list-style-type: none"> sequence events from their own lives sequence events from a familiar historical story 	<ul style="list-style-type: none"> place events on a timeline measured in centuries place the time studied on a time line of world history 	<ul style="list-style-type: none"> identify key features/events of a period being studied place events from period studied on a time line 	<ul style="list-style-type: none"> know and sequence key events of time period studied Relate key events in world history in different locations 	<ul style="list-style-type: none"> Create their own timeline of specific events and people being studied Know key dates off by heart
Using Sources	<ul style="list-style-type: none"> describe things that happened in the past from pictures Recount some details from historical stories/accounts 	<ul style="list-style-type: none"> Use written sources to find out about people and events in other times Use images and video clips to find out about the past 	<ul style="list-style-type: none"> begin to identify primary and secondary sources Use photos, paintings and artwork as primary sources of information about the past 	<ul style="list-style-type: none"> Know the difference between primary and secondary sources Use databases such as census data to find information 	<ul style="list-style-type: none"> select relevant sections of information sources used Make notes from a range of sources including: <i>people, museums, maps and books</i> 	<ul style="list-style-type: none"> select and use a range of sources to find out about an aspect of history Identify useful sources before using them
Evidence	<ul style="list-style-type: none"> Explain how they know something happened in the recent past 	<ul style="list-style-type: none"> Know that some images are not from the past, but are recreations of past events 	<ul style="list-style-type: none"> use simple evidence to build up a picture of a past event 	<ul style="list-style-type: none"> use evidence to build up a picture of life in the time period being studied 	<ul style="list-style-type: none"> Use evidence to support and illustrate their explanations and answers to questions 	<ul style="list-style-type: none"> Explain how different sources of evidence could lead to different conclusions
Accuracy and Reliability	<ul style="list-style-type: none"> Talk about their own memories and how accurate they are 	<ul style="list-style-type: none"> Explain the difference between a fictional and historical story 	<ul style="list-style-type: none"> Compare two different sources of the same basic information – <i>eg date of birth</i> 	<ul style="list-style-type: none"> Know that different people might give different accounts of the same events 	<ul style="list-style-type: none"> Compare accounts of the same events from different sources 	<ul style="list-style-type: none"> Explain how propaganda or misinformation might affect what we understand happened in the past
Evaluate sources	<ul style="list-style-type: none"> Talk about whether something is true or made up 	<ul style="list-style-type: none"> Discuss whether they think an historical account is true or false 	<ul style="list-style-type: none"> Compare the accuracy of primary and secondary sources 	<ul style="list-style-type: none"> begin to evaluate/review the usefulness of different sources 	<ul style="list-style-type: none"> offer some reasons for different versions of events in different sources 	<ul style="list-style-type: none"> discuss ways of checking the accuracy of interpretations – fact or fiction and opinion
Interpreting and Responding	<ul style="list-style-type: none"> talk about why people did things in the past 	<ul style="list-style-type: none"> Explain why they think things were different in the past 	<ul style="list-style-type: none"> Identify some reasons for people's actions in the past 	<ul style="list-style-type: none"> offer a reasonable explanation for historical events based on evidence 	<ul style="list-style-type: none"> examine causes and results of great events and the impact on people 	<ul style="list-style-type: none"> Understand that different beliefs and cultural experiences are all relevant
Making Comparisons	<ul style="list-style-type: none"> Talk about then and now and make simple comparisons 	<ul style="list-style-type: none"> compare pictures or photographs of people or events in the past 	<ul style="list-style-type: none"> describe similarities and differences between artefacts in a collection 	<ul style="list-style-type: none"> make comparisons between different times in history 	<ul style="list-style-type: none"> compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> study and compare different aspects of life for different people – <i>eg men and women,</i>
Patterns and Trends	<ul style="list-style-type: none"> begin to describe similarities and differences in artefacts 	<ul style="list-style-type: none"> Begin to notice patterns between past and present 	<ul style="list-style-type: none"> Predict some events from what they already know 	<ul style="list-style-type: none"> Describe some of the historical trends they notice 	<ul style="list-style-type: none"> Describe some causes and their effects in time studied 	<ul style="list-style-type: none"> Generalise some historical trends, use to explain events
Questions and enquiry	<ul style="list-style-type: none"> Ask questions about historical objects and pictures: <i>"What is that object used for?"</i> 	<ul style="list-style-type: none"> Ask why, what, who, how, when type questions about objects, images and people: <i>"Why did they live in caves?"</i> 	<ul style="list-style-type: none"> Ask and answer historical questions about the period being studied: <i>"When did the Romans live?"</i> 	<ul style="list-style-type: none"> Ask more complex historical questions: <i>"What was is like for a...during the..."</i> 	<ul style="list-style-type: none"> Understand that there may be more than one answer to a historical question 	<ul style="list-style-type: none"> plan and carry out individual investigations based on their own questions
Communication	<ul style="list-style-type: none"> Shows understanding of the past in different ways: <i>drawing, role play, talking</i> 	<ul style="list-style-type: none"> Describes historical objects, people and events Write simple stories and accounts of the past 	<ul style="list-style-type: none"> Describe people and events of the past in writing using correct vocabulary Use images, diagrams and labels to present information 	<ul style="list-style-type: none"> Use a range of methods to communicate information: <i>digital presentation, poster, newspaper front page, leaflet</i> 	<ul style="list-style-type: none"> Organise historical information into a structure Present historical data clearly using tables 	<ul style="list-style-type: none"> Use a range of structures, templates and methods to communicate information: <i>PPT slideshow, annotated map, tables and graphs,</i>
New Vocabulary	<ul style="list-style-type: none"> old, new, now, then days, months, years story, event 	<ul style="list-style-type: none"> recently, a long time ago before, after, later, change past, present, history fact, fiction 	<ul style="list-style-type: none"> Century, decade, ancient, modern, during, previously historical, sources, reliable, pre-history, age, way of life, significant, eye-witness settlement, invasion 	<ul style="list-style-type: none"> Before Common Era (BCE), Common Era (CE) BC/AD – old terms Compare, evaluate, version, account, accuracy Primary, secondary source 	<ul style="list-style-type: none"> 17th Century – 1600s etc civilization, empire, poverty Pattern, trend, conclusions consequences, cause and effect, diversity representation, beliefs 	<ul style="list-style-type: none"> dynasty, civilisation, society revolution, political, cultural Refugee, evacuee, migration Bias, plausible, opinion, interpretation, informed, monarch, ancestor