![C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\Q6BKH96T\MuchWoolton-logo[1].jpg]()![C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\Q6BKH96T\MuchWoolton-logo[1].jpg]()Much Woolton Catholic Primary school

‘With Jesus we love, learn and grow’

History Progression of Skills

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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Chronology** |

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| sequence events or objects in chronological order |

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| sequence artefacts closer together in timesequence eventssequence photos etc from different periods of their lifedescribe memories of key events in lives |

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| place the time studied on a time linesequence events or artefactsuse dates related to the passing of time |

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| place events from period studied on a time lineuse terms related to the period and begin to date eventsunderstand more complex terms e.g. BCE/AD |

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| place current study on time line in relation to other studiesknow and sequence key events of time studieduse relevant terms and periods labelsrelate current studies to previous studiesmake comparisons between different times in history |

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| place current study on time line in relation to other studiesuse relevant dates and termssequence up to ten events on a time line |

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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Range and Depth of Historical Knowledge** |

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| begin to describe similarities and differences in artefactsdrama – why people did things in the pastuse a range of sources to find out characteristic features of the past |

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| find out about people and events in other timescollections of artefacts – confidently describe similarities and differencesdrama – develop empathy and understanding (hot seating, sp. and listening) |

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| 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 had to do somethingStudy change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) |

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| use evidence to reconstruct life in time studiedidentify key features and eventslook for links and effects in time studiedoffer a reasonable explanation for some eventsDevelop a broad understanding of ancient civilisations |

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| find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingscompare beliefs and behaviour with another period 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 studiedCompare and contrast ancient civilisations |

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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Interpretations of History**  |

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| begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)(photos, BBC website) |

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| compare pictures or photographs of people or events in the pastable to identify different ways to represent the past |

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| identify and give reasons for different ways in which the past is representeddistinguish between different sources and evaluate their usefulnesslook at representations of the period – museum,cartoons, etc. |

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| look at the evidence availablebegin to evaluate the usefulness of different sourcesuse of text books and historical knowledge |

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| compare accounts of events from different sources. Fact or fictionoffer some reasons for different versions of events |

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| 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 conclusionsconfident use of the library etc. for research |

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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Historical Enquiry** | sort artefacts “then” and “now”use as wide a range of sources as possiblespeaking and listening (links to literacy)to ask and answer questions related to different sources and objects | use a source – why, what, who, how, where to ask questions and find answerssequence a collection of artefactsUse of time linesdiscuss the effectiveness of sources | 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, e-learning for researchask and answer questions | 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, e-learning for research | begin to identify primary and secondary sourcesuse evidence to build up a picture of life in time studiedselect relevant sections of informationconfident use of library, e-learning, research | recognise primary and secondary sourcesuse a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding outbring knowledge gathering from several sources together in a fluent account |

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| Skills | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Organisation and Communication**  | Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT  | Class display/ museum annotated photographs ICT  | communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode  | ·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  | 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· work independently and in groups showing initiative  | select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations  |