

Kexborough Primary School : History – Progression of skills

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Vocabulary | Simple vocabulary: Now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger | Develop vocabulary: Old, new, young, younger, old, older, year, change, a little while ago, a very long time ago | Continue to develop vocabulary: Decade, century, period, before Christ, after, before, during, artefact, evidence | Continue to develop vocabulary: Decade, century, period, before Christ, after, before, during, artefact, evidence. As well as specific vocabulary from periods studied. | Use specific vocabulary linked to periods studied and begin to use historical terminology to describe and explain historical events and periods. | Answer historical questions by describing, explaining and evaluating using specific historical terminology. |
| Chronological Understanding | Show awareness of the distinction between present and past in their own and other people's lives. Sequence events in their own lives Match objects to people of different ages Sequence 3 or 4 artefacts from distinctly different periods of time Use everyday terms about the passing of time. | Describe memories of key events in their life Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Use a time line to place events | Use a time line to place events. - Understand that a time line can be divided into BC (Before Christ and AD Anno Domini). Use dates and terms related to the study unit and passing of time Divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries. Name the date of one significant event from the past that has been studied and place it in approximately the right place on a time line. | Know and sequence key events of time studied. Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line. Use terms related to the period and begin to date events Understand and use BC / AD | Relate current studies to previous studies. Make comparisons between different times in the past Place current study on timeline in relation to other studies. Use relevant dates and terms. Know and sequence up to 10 events on a timeline. (of a period studied) | Place current study on time line in relation to other studies Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world. Name the date of any significant event from the past and place it in the right place on a time line. Use words such as social, religious, political, technological and cultural to describes changes. |
| Historical Enquiry | Begin to find answers to simple questions about the past from historical sources. | Answer questions about the past by making simple observations from historical sources. | With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Ask, "What was it like for a... (child, rich person, etc) during... Begin to suggest sources of evidence to help answer questions. | Begin to select and combine information from different sources. Begin to use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Ask, "What was it like for a... (child, rich person, etc) during... Suggest reliable sources of evidence to help answer questions. | Begin to identify primary and secondary sources Use documents, printed sources (eg. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. -Ask, "What was it like for a... (child, rich person, etc) during... Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions. | Recognise primary and secondary sources Using their knowledge and understanding, children ask historical questions and evaluate historical sources. Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies. Bring knowledge gathered from several sources together in a fluent account |
| Range and depth of historical knowledge and understanding | Find out some facts about people long ago. Find some facts about events that happened long ago. Say why people may have acted as they did. Recognise the difference between past and present in their own and others lives | Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. | Find out about everyday lives of people in period(s) studied Compare with our life today Identify reasons for and results of peoples actions Understand why people may have wanted to do something Use evidence to describe the past. Use evidence to find out about changes and give reasons why changes may have occurred. Describe similarities and differences between some people, events and objects | Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Describe how some of the things from the past affect life today. Describe similarities and differences between some people, events and objects. Begin to recognize the causes and consequences of the main events and changes. Offer a reasonable explanation for some events | Show knowledge and understanding of aspects of history. Describe the characteristic features of past societies and periods. Identify changes within and across periods. Compare an aspect of life with the same aspect in another time period Describe some of the main events, people and changes. Give some of the causes and consequences of the main events and changes. | Choose reliable sources of factual evidence to describe the past. Give own reasons why changes may have occurred, backed up by evidence from research. Show on a time line, the changes that have been identified. Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology) |
| Historical Interpretation | Identify different ways in which the past is represented; look at books and listen to stories. Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? | Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet. Compare two versions of a past event Discuss reliability of photographs / accounts . stories | Looked at two versions of the same event in history and identify differences in the accounts. Identify and give reasons why there may be different accounts of history. | Identify and give reasons for different ways in which the past is represented. Look at different representations of the period – museum, cartoons etc Look at the evidence available and begin to evaluate the usefulness of different sources. | -Look at different versions of the same event in history and identify differences in the accounts. -Know that people both now and in the past represent events or ideas in a way that persuades others. | Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history. Consider ways of checking the accuracy of interpretations Be aware that different evidence will lead to different conclusions |