Roose School. Progression of skills in history.

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|  | **EYFS** | **Year 1** | | **Year 2** | **Year 3** | | **Year 4** | **Year 5** | | **Year 6** |
| **Chronological Understanding** | - Sequence 2 – 3 artefacts from distinctly different periods. | -Sequence events in their life  -Sequence 3 or 4 artefacts from distinctly different periods of time  -Match objects to people of different ages | | -Sequence artefacts closer together in time - check with reference book  -Sequence photographs etc. from different periods of their life  -Describe memories of key events in lives | -Place the time studied on a time line  -Use dates and terms related to the study unit and passing of time  -Sequence several events or artefacts | | -Place events from period studied on time line  -Use terms related to the period and begin to date events  -Understand more complex terms eg BC/AD | -Know and sequence key events of time studied  -Use relevant terms and period labels  -Make comparisons between different times in the past | | -Place current study on time line in relation to other studies  -Use relevant dates and terms  -Sequence up to 10 events on a time line |
| **Range and depth of historical understanding** | Comment on images of familiar situations in the past.  - Compare and contrast characters from stories, including figures from the past.  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | -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 |
| **Interpretations of History** | - Understand the past through settings, characters and events encountered in books read in class and storytelling. | -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** | - Ask questions about the past from sources of information e.g. artefacts.  Ask a question about the artefacts used in chronological understanding | -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 |
| **Vocabulary** | Old  New  First  Next | Yesterday  Today  Tomorrow  Same  Different  Change | | Past  Present  Future  Important  Event  Era  Artefacts  Time Order | Chronological  Significant  Power  Development  Compare  Contrast  Influence  BC and AD  Ancient  Civilisiation | | Innovation  Legacy  Conquer  Consequence  Invasion  Monarchy  Social  Structure | Rise and Fall  Exploration  Hierarchy  Bias  Prejudice  Oppression  Empire  Rebellion  Retreat  Continuity | | Ideologies (Political,  Religious and  cultural)  Cultural Context  Birthright  Advocate  Democracy  Interpretation  Commemorate |
| **Organisation and Communication** | -Communicate their knowledge through:  Discussion….  Drawing pictures…  Drama/role play..  Making models…..  Writing..  Using ICT… | | -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. | | | -Select and organise information to produce structured work, making appropriate use of dates and term | |