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**  | OldNewFirstNext | YesterdayTodayTomorrowSameDifferentChange | PastPresentFutureImportantEventEraArtefactsTime Order | ChronologicalSignificantPowerDevelopmentCompareContrastInfluenceBC and ADAncientCivilisiation | InnovationLegacyConquerConsequenceInvasionMonarchySocialStructure | Rise and FallExplorationHierarchyBiasPrejudiceOppressionEmpireRebellionRetreatContinuity | Ideologies (Political,Religious andcultural)Cultural ContextBirthrightAdvocateDemocracyInterpretationCommemorate |
| **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 |