

History Skills Progression - Sholing Junior School - Being a Historian

Year 3	Year 4	Year 5	Year 6
To develop a chronologically secure knowledge and understanding of British, local and world history - Chronological Understanding			
<p>Place the time studied on a timeline. Begin to use key dates and terms related to the study unit and passing of time. Sequence several events or artefacts.</p> <p>Begin to understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Place events from period studied on timeline. Use key dates and terms related to the study unit and passing of time. Understand more complex terms e.g. (BC/AD). Develop understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Know and sequence key events of time studied . Use relevant terms and period labels. Make comparisons between different times in the past. Demonstrate a greater understanding of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Know and sequence key dates, characters and events of time studied. Understand the links between and across periods of study. Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>
Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Range and Depth of Historical Knowledge			
<p>Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of peoples actions. Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in time studied. Identify, compare and contrast key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people, including the 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 life with the same aspect in another period.</p>	<p>Find out 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 explanation.</p>
Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance - Interpretations of History			
<p>Identify and give reasons for different ways in which the past is represented. Begin to address valid historical questions. Distinguish between different sources- compare different versions of the same story. Look at representations for the period - museum, cartoons etc</p>	<p>Look at the evidence available and begin to address and devise valid historical questions. Begin to evaluate the usefulness of different sources. Begin to use text books and historical knowledge to justify interpretations.</p>	<p>Compare accounts of events from different sources, addressing and devising valid questions - fact or fiction Use text books and historical knowledge to offer valid reasons for different versions of events.</p>	<p>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 when addressing and devising questions.</p>

Understand how our knowledge of the past is constructed from a range of sources - Historical Enquiry

<p>Use different sources to find out about a period Observe small details - artefacts and pictures Select and record information relevant to the study Begin to use the library and internet for research</p>	<p>Use evidence from different sources to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources. Use a variety of evidence to build up a picture of a past event. Select relevant sections from a range of information. Use the library and internet for research with increasing confidence.</p>	<p>Recognise primary and secondary sources. Understand how our knowledge of the past is constructed from wide range of sources. Suggest omissions from sources and suggest the means of finding answers to further enquiry. Bring knowledge gathered from several sources together in a fluent account.</p>
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Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Organisation and Communication

<p>Communicate knowledge through discussion, drawings, drama, writing and ICT.</p>	<p>Recall, historical information. Communicate their knowledge and understanding through discussion, drawings, drama, writing and ICT.</p>	<p>Recall, select and organise historical information. Communicate their knowledge and understanding through discussion, drawings, drama, writing ICT.</p>	<p>Recall, thoughtfully select and organise historical information. Communicate their knowledge and understanding through discussion, drawings, drama, writing ICT.</p>
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