

## St Margaret's CE Primary School

### Progression of skills in History

	Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of events, people and changes
<b>Year one</b>	<ul style="list-style-type: none"> <li>beginning to use terms concerned with the passing of time (<u>through careful teaching and visual support</u>).</li> <li>placing <u>events</u> in a <u>pictorial order</u> or <u>using other visual methods</u>.</li> <li><u>beginning</u> to recognise that their own lives are different from the lives of people in the past <u>with careful scaffolding and give some verbal examples</u>.</li> </ul>	<ul style="list-style-type: none"> <li>observing or handling <u>primary and secondary</u> sources of information to answer simple questions about the past on the basis of simple observations with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li><u>able to identify</u> some of the different ways in which the past is represented to include artefacts and videos.</li> </ul>	<ul style="list-style-type: none"> <li>verbally re-tell events from the past with <u>growing detail using visual prompts</u>.</li> <li>represent a re-telling with drawings and simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li><u>Verbally demonstrate a growing</u> knowledge and understanding of aspects of the past within and beyond living memory.</li> </ul>
<b>Year two</b>	<ul style="list-style-type: none"> <li>Using common terms <u>confidently and with growing accuracy</u> concerned with the passing of time.</li> <li>placing events and objects (including artefacts) in order from oldest to newest (chronological).</li> <li>recognising that their own lives are different from the lives of people in the past <u>and give verbal and written examples</u>.</li> </ul>	<ul style="list-style-type: none"> <li>observing or handle <u>primary and secondary</u> sources of information to answer questions about the past on the basis of observations <u>with a good level of detail with growing independency</u>.</li> </ul>	<ul style="list-style-type: none"> <li><u>confidently able to recall</u> and describe <u>several</u> different ways in which the past is represented to include history books and dramatization.</li> </ul>	<ul style="list-style-type: none"> <li><u>confidently and accurately re-tell a story of events verbally</u> from the past with some detail.</li> <li>represent a re-telling with drawings and simple sentences <u>that include some relevant historical detail</u> and vocabulary (sentences to be supported by teacher if child's grammar / punctuation / spelling ability requires it).</li> </ul>	<ul style="list-style-type: none"> <li>show <u>a secure</u> knowledge and understanding of aspects of the past beyond living memory, <u>and of some of the main events and people they have studied</u>.</li> <li>beginning to recognise that there are reasons why people in the past acted as they did <u>and confidently give examples</u>.</li> </ul>
<b>Year three</b>	<ul style="list-style-type: none"> <li>the developing realisation that the <u>past of Britain</u> can be divided into different periods of time <u>and are beginning to identify periods on a timeline</u>.</li> <li><u>some recognition</u> of similarities and differences between these</li> </ul>	<ul style="list-style-type: none"> <li>using <u>a selection of sources</u> of information in ways that go beyond simple observations to answer questions about the past with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li><u>able to identify</u> some of the different ways in which the past is represented to include art and archaeology.</li> </ul>	<ul style="list-style-type: none"> <li>beginning to select information from a given source and with teacher support use a given structure to present information making use of appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>show <u>increased</u> knowledge and understanding of some of the main events, people and changes studied <u>and able to articulate these verbally</u>.</li> <li>beginning to <u>give a few reasons</u> for, and results of, the main events and changes.</li> </ul>

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	periods, and the verbal and pictorial use of dates and terms.				
<b>Year four</b>	<ul style="list-style-type: none"> <li>• <u>secure</u> realisation that the <u>past of Britain</u> can be divided into different periods of time,</li> <li>• realisation that the <u>past of different societies</u> can be divided into different periods of time</li> <li>• <u>secure</u> recognition of some of the similarities and differences between these periods, and their use of dates and terms <u>which they are able to record verbally, pictorially and in writing.</u></li> </ul>	<ul style="list-style-type: none"> <li>• using a selection of sources of information in ways that go beyond simple observations to answer questions about the past <u>initially verbally and then in written form.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>identify and discuss</u> some of the different ways in which the past is represented <u>through architecture and how these methods still impact on British culture today.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>identify and select relevant</u> information from a given source.</li> <li>• Using a given structure <u>to organise and present</u> information making appropriate use of dates and terms with <u>increasing independency.</u></li> </ul>	<ul style="list-style-type: none"> <li>• show <u>knowledge</u> and understanding of some of the main events, people and changes studied.</li> <li>• <u>able</u> to give <u>several</u> reasons for, and results of, the main events and changes <u>and record these in a written form after initial verbal discussion.</u></li> </ul>
<b>Year five</b>	<ul style="list-style-type: none"> <li>• able to describe some characteristic features of past societies and periods</li> <li>• beginning to identify changes within and across different periods</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to select and combine information from <u>sources provided.</u></li> <li>• <u>identify sources</u> that are useful for particular tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Understand</u> that aspects of the past have been represented and interpreted in different ways <u>and start to discuss and evaluate</u> their reliability to include written accounts and period photography.</li> </ul>	<ul style="list-style-type: none"> <li>• able to <u>select and organise</u> information from a range of sources.</li> <li>• <u>beginning</u> to produce structured work, making appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>describe some</u> of the main events, people and changes.</li> <li>• give <u>some</u> reasons for, and results of, the main events and changes in spoken and written form.</li> <li>• <u>With teacher support,</u> begin to make connections between cause, effect and consequence.</li> </ul>
<b>Year six</b>	<ul style="list-style-type: none"> <li>• Confidently describe characteristic features of past societies and periods in spoken and written form,</li> <li>• Able to identify changes within and across different periods</li> </ul>	<ul style="list-style-type: none"> <li>• select and combine information from <u>different sources</u> (primary and secondary).</li> <li>• <u>Using their knowledge and understanding, they are evaluating sources of</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>understand</u> that aspects of the past have been represented and interpreted in different ways to include propaganda and The Official Secret's act. <u>Make judgements on their</u></li> </ul>	<ul style="list-style-type: none"> <li>• able to select, synthesise and organise information from a range of sources.</li> <li>• producing structured and historically accurate work, making appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>• describe <u>in factual detail</u> some of the main events, people and changes to include dates etc.</li> <li>• give <u>several</u> reasons for, and results of, the main events and changes.</li> <li>• Understand cause, effect and consequence.</li> </ul>

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		<u>information and</u> identify those that are useful for particular tasks.	<u>reliability as sources</u> <u>of information.</u>		
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