

## Skills Progression for History



Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Finding Out About the Past (Enquiry)</b>	<p>Compare aspects of the present with the past and describe similarities and differences - schools, toys and clothes.</p> <p>Talk about and describe artefacts (explore toys and clothes) and changes that have taken place within living memory. Link to national life, Queen Elizabeth and Victoria.</p>	<p>Use simple sources of information such as photos and books to answer simple questions about the past - What was the seaside/school like in the past?</p> <p>Use key evidence to support judgements and reasoning made about aspects of the past.</p> <p>Ask and answer questions about an images /sources of evidence.</p>	<p>Use a range of information to ask and answer questions about the past - Why is meant by Stone Age?</p> <p>Use interpretations, pictures and written sources to build a picture of the past - How have civilisations influences the present.</p> <p>Give reasons why people's account of the same event may be different - Egyptian Pharaoh/slave.</p> <p>Talk about sources of information that contain negative views and accounts - Vikings/ raided villagers.</p>	<p>Select and use a wide range of sources to answer questions about the past - Tudors.</p> <p>Identify the ways in which people have represented and interpreted the past - Images, artefacts, diaries.</p> <p>Talk about and give reasons for an event being interpreted in a range of different ways, mixed sources of evidence.</p> <p>Give reasons for negative views in accounts in written sources of information - diarist, artists perspective,</p>	<p>Select, combine and present information from more than one source - Analyse Greek artefacts, primary and secondary sources.</p> <p>Make a reasonable judgement about the validity of the different representations of the past - (analyse artefacts, images, diaries - purpose and intention)</p> <p>Recognise some of the strengths and limitations in terms of archaeological evidence - primary, secondary - motive and purpose.</p> <p>Talk about why some written sources may give negative view or account - perspective or motive.</p>	<p>Use sound evidence to support enquiry and conclusions - discuss validity and local artefacts and sources.</p> <p>Use appropriate terminology and methods to present information about the past - using valid sources for support.</p> <p>Peruse historically valid enquiries including some they have framed themselves - motivated by local history / interest.</p> <p>Present relevant and evidenced accounts of findings. Identify how and why contrasting arguments and interpretations of the past have been constructed - different perspectives - local study.</p>
<b>Finding Out About the Past (Chronology)</b>	<p>Talk about events, places and people beyond living memory. (National or global) - The Great Fire of London - sequence of contributing factors in order.</p> <p>Use historical terms to describe the passage of time, modern, recent, long ago, older etc. - Toys and clothes.</p> <p>Place objects, people and events, beyond own experiences, in time order - Monarchs.</p>	<p>Talk with increasing accuracy and detail about events, people and places beyond living memory.</p> <p>Use an increasing range of historical terms to describe time passing, modern, recent, long ago, older etc. - compare seaside traditions. Or Victorian childhood.</p> <p>Place a range of objects, people and events beyond own experience in time order - Grace Darling, artefacts, seaside objects.</p>	<p>Use dates and historical terms to describe Historical periods, eg, Stone Age, Ancient Egyptians, Romans, Anglo-Saxons. Vikings.</p> <p>Describe how the past has been divided into different periods of time. Use the term BC and AD to locate dates of invasions and occupations - Vikings.</p> <p>Explain reasons for placing objects, people and events in a particular order - order artefacts and the end of year and explain reasons.</p>	<p>Describe the key characteristics and features of a range of different periods in history- Tudors.</p> <p>Describe changes that have taken place within and across historical periods. Use historical terms to describe periods within history - housing, childhood, clothing etc.</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD - monarchs linked to Tudors.</p>	<p>Compare and contrast features of historical periods, identifying similarities and differences -Greek lifestyle</p> <p>Describe and analyse the impact of changes within and between periods in the past</p> <p>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historic periods - Timelines of dates, events, Monarchs etc</p>	<p>Extend and deepen chronological knowledge and understanding of British, local and world history.</p> <p>Analyse and evaluate the cause and effect of change that took place i the past - local history and Historical expeditions.</p> <p>Describe the ways in which different types of historical sources are used rigorously to make historical claims - primary and secondary sources and their validity, purpose, bias etc.</p>
<b>Historical Events</b>	<p>Talk about events and the lives of people beyond living memory (Nationally, locally) - Remembrance Day.</p>	<p>Talk about and describe, in simple terms the features of key events and people in the past - Nelson Mandela and impact he had.</p> <p>Compare similar events from the past and present.</p> <p>Talk about the impact of events on the lives of the people of the time - Nelson Mandela's influence</p>	<p>Describe features of historical events, battles, invasions, rulers etc.</p> <p>Identify common themes and feature - invasions, crimes and punishments</p> <p>Explain and give reasons for events in past and present - the impact of a civilisation, historic event</p>	<p>Describe a range of different features of key historical events and their impact - Tudor battles and Dynasties.</p> <p>Compare and contrast events from different historical periods - Tudors weapons, crime and punishment and previous topics such as Vikings etc.</p> <p>Talk about the impact of events on different groups within society at that time -Tudor gender, children.</p>	<p>Describe features of past events and make links between them -Greek battles.</p> <p>Interpret and evaluate a key historical event from more than one perspective or view point - Greek male/female Athens/sparta</p> <p>Support evaluations with a range of evidence from a range of sources - Analyse evidence form Gunpowder Plot</p>	<p>Identify significant events, make connections, draw contrasts and analyse trends within periods and over time -local history.</p> <p>Interpret, understand and explain the reasons for key events and the impact including a range of perspectives, political power and movements.</p> <p>Support evaluations with a range of effective evidence from a range of appropriately selected sources.</p>
<b>Lifestyles of People in the Past</b>	<p>Talk about similarities and differences between my life and that of others - School and clothes.</p>	<p>Talk about and describe the home and the way people lived, eg. Day to day life, things they did, their house, their family - compare Grace</p>	<p>Compare and contrast the way of life of people from different historical periods - rich / poor. Warriors / civilians.</p>	<p>Identify and describe features and characteristics of past societies - Tudors.</p>	<p>Describe and make links between a range of past societies - Greeks</p>	<p>Gain an understanding of life in the local area. Identify and describe similarities and differences between past and present.</p>

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	Describe similarities and differences between the lives of people.	<p>Darling's/ Victorian child's life and my own.</p> <p>Describe and give reasons for similarities and differences between the lives of people - In Africa, Grace Darling or Victorians</p> <p>Describe the changes and differences in lifestyle in the past and present - the impact of Grace Darling and the RNLI, child labour- Victorians</p>	<p>Compare and describe features of life now and in the past beyond living memory - impact of inventions, events etc.</p> <p>Describe and give reasons for the change in lifestyle in the past and present -invasions, building materials, transport, etc.</p>	<p>Compare and describe the characteristics from a significant group from the past with our own - Tudors.</p> <p>Compare and analyse the factors that caused change in the past - War of the Roses, Henry the VIII</p> <p>Talk about the impact of change on past societies - Tudor Rose, religion, crime and punishment, housing.</p>	<p>Analyse and give reasons for the characteristics of a significant group in the past -Greeks</p> <p>Describe and give reasons for the beliefs held by societies in the past - Greek childhood and education.</p> <p>Describe and give reasons for the beliefs held by different societies in the past - Childhood, crime and punishment.</p> <p>Compare and contrast the distinctive features of past societies - Ancient Greeks.</p>	<p>Analyse and give reasons for particular characteristics of a group in the past and ways in which this affects us today.</p> <p>Describe and give reasons for the particular characteristics and events in the lives of historical people - locally and nationally.</p>
<b>Significant Historical People</b>	Talk about important people beyond living memory using a range of historical vocabulary - Queen Victoria and Queen Elizabeth.	<p>Talk about and describe events in the life of a well-known historical person - Nelson Mandela.</p> <p>Use sources of evidence and information to describe key events in Mandela's life.</p> <p>Talk about the actions of a well-known historical person. Mandela, Grace Darling, Queen Victoria</p>	<p>Use a range of sources and information to find out about a significant historical person from a historical period - images, artefacts, reports etc.</p> <p>Identify and describe key events in their life from a range of information.</p> <p>Talk about and give reasons for the actions of, and events in the life of well-known historical persons - motives for actions, impact on others.</p>	<p>Use a range of sources of information to find out about significant historical people from a key historical period. Tudors.</p> <p>Compare and contrast a range of information about a significant historical person - biographies, film, images.</p> <p>Analyse the actions of a significant person and present findings.</p>	<p>Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period - Explorers. Guy Fawkes, Samuel Pepys.</p> <p>Use a wide range of evidence to compare and analyse the lives of significant people from a historical period.</p>	<p>Conduct and in-depth local study. Identify, compare and analyse sources of evidence including local libraries and relevant sites.</p> <p>Describe a significant issue in local or world history and analyse the impact in today's society.</p> <p>Use appropriate evidence to sources to identify how people's lives have been shaped by events and other world developments.</p>