



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION OF SKILLS

HISTORY



Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Talks about past and present events in their own life and their families.</p> <p>Sequence events in their own life so far.</p>	<p>Can create a simple timeline of their own life.</p> <p>Can match objects to people of different ages.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>To label timelines with words or phrases such as: past, present, older and newer.</p>	<p>Can sequence photographs or events in order.</p> <p>Can create a detail timeline.</p> <p>To use dates where appropriate</p>	<p>Begin to place events, artefacts and historical figures on a time line using dates</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line</p>	<p>Place events, artefacts and historical figures on a time line using dates</p> <p>Understand more complex terms e.g. BCE/CE.</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Begin to use dates and terms accurately in describing events.</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Use dates and terms accurately in describing events.</p>
Range and Depth of historical knowledge	<p>Can use key vocabulary: past, future, yesterday, before, after, then.</p> <p>Understand the way they have changed so far.</p>	<p>Can recount stories about the past.</p> <p>Can recognise the difference between past and present in their own and others' lives.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p>	<p>Use dates and terms to describe events.</p> <p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today Identify reasons for and results of people's actions</p>	<p>Use historical vocabulary to communicate, including dates, time period, era, change, chronology</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Describe social, ethnic, cultural or religious diversity of past society.</p> <p>Examine causes and results of great events and</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a</p>



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					men, women and children	<p>the impact on people</p> <p>Begin to look at rapid change</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
Interpretations of History	<p>Understands the difference between fact and fiction.</p> <p>Comment on images of people and events in the past.</p>	<p>Can recognise and explain the difference between fact and fiction.</p> <p>Can discuss the reliability of their memories.</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss the reliability of information gathered from different sources: internet, books and artefacts.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Suggest suitable sources of evidence for historical enquiries</p> <p>Use more than one source of evidence for historical enquiry</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>



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<p>Historical Inquiry</p>	<p>Can answer simple questions about the past from sources of information (eg. story books).</p> <p>Understand the past through settings, characters and events encountered in books.</p>	<p>Can answer simple questions about the past using sources of information (books, photos, artefacts).</p>	<p>Can use a range of sources to find out about a period in time.</p> <p>Begin to use the internet/books to research a subject.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>
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