

PROGRESSION IN HISTORY SKILLS, YEAR 3 – YEAR 6

SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL KNOWLEDGE/ UNDERSTANDING (CKU)	* Uses additional words and phrases such as century, decade * <u>Uses timelines to sequence and place events in chronological order - (chronology of tools/weapons Stone Age- assessment)</u> * Understands how to read/use a timeline and that it can be divided into BC and AD (timeline to illustrate Stone Age to present day) * Use dates and terms related to the Stone Age Unit and passing of time	* Uses additional terms related to the unit of study (empire, peasant, centurian) * Place events from period studied on a timeline (Roman Era timeline -) * Understands the terms BC and AD including more complex terms e.g. BCE/AD (Before Common Era/ Anno Domini) * <u>Begin to date events</u>	* Uses additional relevant terms and period labels e.g. (industrial revolution) <u>Ancient Greece</u> * Sequence key events of time studied on a timeline - local, national and international * <u>Make comparisons between different times in history Vikings/Ancient Greece assessments</u> * <u>Relate current studies to previous studies Ancient Greece assessment</u>	* Uses additional relevant dates and terms * Sequence up to ten events on a timeline, using key periods as reference points: BCE/AD, Romans, Vikings, Anglo-Saxons, Stone Age, WWI, WWII, Early Islamic Civilisation * <u>Uses timelines to demonstrate changes and development in culture from around the world</u> * <u>Describes main changes in a period of history e.g. social, religious, political, technological and cultural -Techonlogy / Music from the 1930's</u>
HISTORICAL ENQUIRY (HE)	* <u>Uses a range of sources, observing small details e.g. internet, library, artefacts and visits to collect information about the past. (Ancient Egypt)</u> * Asks and answers questions such as: How did people...? What did people do for...?(Ancient Egypt) * Suggests sources of evidence to use to help to answer questions. * Select and record information relevant to the study	* Begins to use evidence to build up a picture of a past event * Asks and answers questions such as: <u>What was it like for a.. during? (Romans/Anglo-Saxons)</u> * Uses and suggests sources of evidence to build up a picture of a past event to help answer a variety of questions e.g. library and internet * Choose relevant material to present a picture of one aspect of life within the study	* Begins to understand the difference between primary and secondary sources of evidence * Uses evidence to build up a picture of a past event * Uses relevant sections of sources to find information * Uses the library and internet for research with increasing confidence. <u>Vikings</u>	* <u>Recognises primary and secondary sources</u> * <u>Uses a range of sources to find out about an aspect of time - evaluating the usefulness and accuracy of evidence</u> * <u>Selects the most appropriate sources of evidence for a particular task</u> * <u>Begins to form own opinions, referring to knowledge gathered from several sources together in a fluent account (WWII)</u>

RANGE AND DEPTH – KNOWLEDGE AND UNDERSTANDING OF PAST EVENTS. (R&D)	*Uses evidence to describe the past (<i>Ancient Egypt</i> - assessment) *Uses evidence to find out how things change during a time period *Begin to identify reasons for people's actions *Studies changes through a period of time, looking at similarities and differences - using timelines	*Uses evidence to identify key features of a time period, describing features of past societies and time periods *Begin to offer reasonable explanations for key events * Describe how some past events/people affect life today (<i>Roman legacies/Anglo-Saxon legacies</i>) <i>Anglo-Saxon assessment</i> * Looks for links and effects in time period studied	* Identifies some causes and consequences of main key events within the period of study <i>Vikings</i> *Examines causes and results of key events and the impact it had <i>Vikings</i> *Compares similarities and differences using evidence life in early and late period of study * <i>Studies different aspects of different people within period of study e.g. social, cultural - The role of Viking women - Vikings</i> *Identify key dates and events of time studied	* Gives own reasons why changes may have occurred, using sourced evidence *Chooses reliable sources of evidence to identify changes across a time period *Show identified changes on a timeline *Makes links between some features of past societies *Provides explanations of a past event in terms of cause and effect using supporting evidence to explain *Know key dates, character and events of time studied
INTERPRETATIONS OF HISTORY (IoH)	*Compares two versions of a past event and identifies differences in the accounts *Begin to identify and give reasons for different ways in which the past is represented *Look at different representations of the studied period - cartoon, museum, photo and compare	*Begin to evaluate the usefulness of different sources *Begin to give reasons/explanations as to why there may be different accounts of history (<i>Boudicca - assessment</i>) *Use text books and historical knowledge	* Compare accounts of events from different sources - fact or fiction * Offer reasoning/explanations for different versions of events *Understand that people (now and in the past) can represent events or ideas in order to persuade others	*<i>Understand that the past has been represented in different ways, for different reasons and shows awareness that different evidence will lead to different conclusions</i> *<i>Link sources and work out conclusions on how they were arrived at</i> *<i>Considers ways of checking the accuracy of interpretations</i> *Suggests accurate and plausible reasons for how/why aspects have been represented in different ways *Confident use of library, internet etc. for research
ORGANISATION AND COMMUNICATION (O&C)	*Explains own knowledge and understanding: Present findings about the past using dates and terms with increasing accuracy *Discuss different ways to represent information for different purposes *Communicates knowledge through: Speaking Maths (data handling) Discussion ... Drawing pictures ... Drama/Role play ... Making Models ... Writing ... ICT ...	*Explains own knowledge and understanding: Present findings about the past using dates and terms correctly * Discuss the most appropriate way to present information, realising the intended audience *Uses subject specific vocabulary accurately *Recall, select and organise historical information appropriately *Communicates knowledge through: Speaking Maths (data handling) Discussion ... Drawing pictures ... Drama/Role play ... Making Models ...	*Explains own knowledge and understanding: Presents structured and organised findings about the past *Uses dates and terms accurately *Chooses the most appropriate way to present information to a specific audience *Recall, select and organise historical information appropriately *Records and communicates work independently and in groups, showing initiative *Communicates knowledge through: Speaking	*Explains own knowledge and understanding: Presents information in an organised and clearly structured manner *Makes use of different ways of presenting information. Choosing the most appropriate way to present information e.g. written explanation, tables, charts, labelled diagrams. *Plans and carries out individual investigations *Selects and organises information to produce structured work, making appropriate use of dates and terms *Uses a variety of ways to communicate knowledge and understanding *Communicates knowledge through: Speaking

		Writing ... ICT ...	Maths (data handling) Discussion ... Drawing pictures ... Drama/Role play ... Making Models ... Writing ... ICT ...	Maths (data handling) Discussion ... Drawing pictures ... Drama/Role play ... Making Models ... Extended Writing ... ICT ...
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