



## Sharneyford Primary School

### History progression of skills

	Class 1 (KS1)	Class 2 (LKS2)	Class 3 (UKS2)
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Place known events and objects in chronological order.</li> <li>• Sequence events and recount changes within living memory.</li> <li>• Use common words and phrases relating to the passing of time e.g. first, next, then.</li> <li>• Sequence events/artefacts or pictures.</li> <li>• Put people or events studied into a timeline.</li> <li>• Identify similarities/differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline.</li> <li>• Sequence events or artefacts.</li> <li>• Sequence key years/events or dates on a timeline.</li> <li>• Use terms related to the period and begin to date events.</li> <li>• Use more complex terms e.g. B.C. (Before Christ) and A.D. (Anno Domini)</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on a timeline in relation to other studies.</li> <li>• Know and sequence key events of the time studied.</li> <li>• Use relevant terms and period labels.</li> <li>• Relate current studies to previous studies.</li> <li>• Make comparisons between different times in history.</li> <li>• Sequence up to 10 events on a timeline.</li> </ul>

<p>Range &amp; depth of historical knowledge</p>	<ul style="list-style-type: none"> <li>• Describe some simple similarities and differences between artefacts.</li> <li>• Use drama to act out key events.</li> <li>• Find out about people and events.</li> <li>• Use collections of artefacts and describe their similarities and differences.</li> <li>• Use drama to develop empathy and understanding e.g. hot seating, speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about the everyday lives of people in the time studied and make comparisons with our lives today.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have had to do something.</li> <li>• Use evidence to reconstruct life in time studied.</li> <li>• Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the experiences of different groups of people during the time studied e.g. men and women; rich or poor.</li> <li>• Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings.</li> <li>• Know key dates, characters and events of time studied.</li> <li>• Compare and contrast period studied with another topic already studied.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical enquiry</p>	<ul style="list-style-type: none"> <li>• Find answers to some simple questions about the past from simple sources of information.</li> <li>• Sort artefacts from 'then' and 'now'.</li> <li>• Ask and answer questions related to different sources and objects.</li> <li>• Use different sources and objects to ask and answer questions e.g. who, why, what, how etc.</li> <li>• Start to use a range of resources e.g. non-fiction books, ICT etc..</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about period.</li> <li>• Select and record information relevant to the area of enquiry.</li> <li>• Begin to use the library and ICT for research.</li> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• Use a variety of resources to find out about aspects of life in the past.</li> <li>• Choose relevant material to present a picture of one aspect of the past e.g. research Egyptian farming.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact of people.</li> <li>• Compare an aspect of life with the same aspect in another period e.g. school life.</li> <li>• Begin to identify primary and secondary sources.</li> <li>• Confident use of library and ICT for research.</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Recognise primary and secondary sources confidently.</li> <li>• Bring knowledge gathered from a range of sources together into a fluent account.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical interpretations</p>	<ul style="list-style-type: none"> <li>• Begin to identify different ways to represent the past e.g. photos, stories or adults talking about the past.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Be able to identify different ways to represent the past fact and fiction e.g. diary extract or a story.</li> <li>• Compare two different versions of the past, e.g. diary account with newspaper.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented.</li> <li>• Distinguish between different sources and evaluate the usefulness e.g. museum artefacts, books, cartoons etc.</li> <li>• Evaluate the usefulness of different resources.</li> <li>• Understand that sources can contradict each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources e.g. fact or fiction.</li> <li>• Offer some reasons for different versions of events e.g. mill owner's account of factory life vs factory worker.</li> <li>• Evaluate source and work out how conclusions were arrived at.</li> <li>• Evaluate different interpretations e.g. fact, fiction and opinion.</li> <li>• Be aware that different evidence will lead to different conclusions.</li> </ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organising &amp; presenting</p>	<ul style="list-style-type: none"> <li>• Use drama/role-play to communicate their knowledge of the past.</li> <li>• Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks e.g. writing about the moon landing.</li> <li>• Use fiction or non-fiction writing to convey their understanding of the period or person(s) studied e.g. simple fact files or reports, letters in role, etc.</li> <li>• Use historical terms such as monarch, parliament, government, war, remembrance or use historically correct nouns when describing or comparing e.g. wattle/daub, quill, squirt etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand appropriate historical vocabulary e.g. Stone Age, Iron age, hunter gatherer, empire.</li> <li>• Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing e.g. letters, recounts, poems adverts.</li> <li>• Use and understand appropriate historical vocabulary to communicate information such as ruled, rained, empire, invasion, conqueror, kingdoms.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use abstract terms such as social, economic, cultural, revolution (industrial).</li> <li>• Present, communicate and organise ideas from the past using detailed discussion and debates and also different genres of writing such as instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</li> <li>• Provide an account of a historical event based upon more than one source.</li> <li>• Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious.</li> <li>• Plan and present a self-directed project about the period studied.</li> </ul>
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