**HORWICH PARISH CE PRIMARY SCHOOL**

**Progression in skills - History**

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|  | **KS1** | **KS2** |
|  | Year 1 | Year 2 | Year3 | Year 4 | Year 5 | Year 6 |
|  | Moon ZoomBright Lights Big City | Towers, Tunnels and TurretsWhy do we like to fly? | What happened from the Stone Age to the Iron Age?The Greeks | EgyptWhat did the Romans do for us?Anglo Saxons | VikingsDid the punishment fit the crime? | Hola MexicoWorld War Two in Bolton and Manchester |
| **Chronological Understanding** | • Sequence events in their life • Match objects to people of different ages • Sequence 3 or 4 artefacts from distinctly different periods of time | • Match objects to people of different ages • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives | • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts  | • Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD  | • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past  | • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line  |
| **Range and Depth of historical knowledge** | • Recognise the difference between past and present in their own and others’ lives • They know and recount episodes from stories about the past  | • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times  |  • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something  | • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events  | • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period  | • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied |
| **Interpretations of history** | • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories?  | • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories  | • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc  | • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge  | • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events  | • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research |
| **Historical Enquiry** | • Find answers to simple questions about the past from sources of information e.g. artefacts, | • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. | • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research  | • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research  | • · Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence  | • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account  |
| **Organisation and Communication** | • Sort events or objects into groups (i.e. then and now.)• Use timelines to order events or objects. • Tell stories about the past. • Talk, write and draw about things from the past. | • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. | • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. | • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. | • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. | • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. |
|  | **Pupils should:*** Develop an awareness of the past, using common words and phrases to describe the passage of time.
* Know where the people and events they study fit within a chronological framework, and identify similarities and differences between ways of life in different periods.
* Use a wide vocabulary of everyday historical terms.
* Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* Understand some of the ways in which we find out about the past, and identify different ways in which it is represented.

**Key focuses:*** Changes in national life within living memory.
* Historical events beyond living memory, with national and/or international significance.
* The lives of individuals who have contributed significant achievements.
 | **Pupils should:*** Continue to develop a chronologically secure knowledge and understanding of local, British, and world history.
* Establish clear narratives within and across the studied historical periods.
* Note connections, contrasts, and trends over time and develop the appropriate use of historical terms.
* Address questions about change, cause, similarity, difference, and significance.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Understand how our knowledge of the past is constructed from a range of sources.

**Key focuses:*** + Changes in Britain from the Stone Age to the Iron Age.
	+ The Roman Empire and its impact on Britain.
	+ Britain’s settlement by Anglo-Saxons and Scots.
	+ The Viking and Anglo-Saxon struggle for the Kingdom of England, up to the time of Edward the Confessor.
	+ A local history study (this will of course vary from school to school.)
	+ A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. (E.g. the changing power of monarchs – using case studies such as John, Anne, and Victoria.)
	+ The achievements of the earliest civilisations, such as Ancient Egypt or Ancient China.
	+ Ancient Greece, its achievements, and its influence on the western world.
	+ A non-European society that provides contrasts with British history, such as early Islamic civilisation, or the Mayan civilisation.
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