**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 Zoom  Bright Lights Big City | Towers, Tunnels and Turrets  Why do we like to fly? | What happened from the Stone Age to the Iron Age?  The Greeks | Egypt  What did the Romans do for us?  Anglo Saxons | Vikings  Did the punishment fit the crime? | Hola Mexico  World 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. | | | |