

Skills Progression (June 2019)

History

History progression

Skill	LAKE	COOMBE	FOREST	SPRING	MILL
Chronological Understanding	<p>Compare two related objects from the past and present.</p> <p>Use everyday words and phrases related to the passing of time e.g. old, new, young, days, months.</p> <p>Talk about past and present events in their own lives and in the lives of family members.</p>	<p>Recount changes in their own lives over time.</p> <p>Use words or phrases such as yesterday, last week, when I was younger, a long time ago, before I was born.</p> <p>Uses past and present when telling others about an event</p> <p>Use a simple timeline to place important events, people or objects studied.</p>	<p>Uses timelines to place events and people studied in order.</p> <p>Uses words and phrases such as recently, and during, while (e.g. when describing the mummification process).</p> <p>Can talk about the past in terms of periods e.g. Egyptian, Roman.</p> <p>Realise that 'ancient' means thousands of years ago.</p>	<p>Uses words and phrases: century, decade, AD, BC, period.</p> <p>Names and places key dates of significant events from the past on a timeline.</p> <p>Sequences historical periods.</p> <p>Use time markers within, as well as between periods e.g. at the start of Victoria's reign.</p>	<p>Can use dates and specific terms confidently to establish period detail.</p> <p>Identifies changes within and across historical periods.</p> <p>Make links between periods of history, comparing and spotting similarities and differences.</p>
Organisation and communication	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, talking).</p>	<p>Describes objects, people, and events.</p> <p>Uses speech bubbles and labels to communicate understanding of the past.</p> <p>Writes simple stories and recounts about the past.</p>	<p>Uses dates and terms with increasing accuracy when talking about the past.</p> <p>Presents findings about the past using speaking, writing, drama or drawing.</p> <p>Uses subject specific words such as monarch, settlement, invader.</p> <p>Composes accurate, sequences sentences about what happened.</p>	<p>Presents structured, organised findings about the past using speaking, writing, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Begins to consider that there are two sides of a question.</p> <p>Provides some supporting evidence for statements made.</p>	<p>Presents information in the most appropriate way (e.g. written explanation, table, labelled diagram).</p> <p>Makes accurate use of specific dates, terms and period specific detail.</p> <p>Uses provisional and tentative language e.g. perhaps, may, some people think.</p> <p>Offers arguments to support both sides of a question.</p>

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Historical Enquiry	<p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p>Asks and answers questions such as 'What was it like for a...?' 'What happened in the past?' 'How long ago did it happen?'</p>	<p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p> <p>Asks and answers questions such as 'What was it like for a...?' 'What happened in the past?' 'How long ago did it happen?'</p>	<p>Extract simple information from text, pictures and objects showing basic comprehension including simple inference.</p> <p>With some support begin to identify what the evidence does or does not tell us.</p>	<p>Combine information from more than one source.</p> <p>Cross reference sources to see if they agree.</p> <p>Recognise that some sources may be more useful than others.</p>	<p>Form own opinion about historical events from a range of sources.</p> <p>Understand that some sources of evidence may be unreliable and give some reasons why.</p>
Historical Interpretation	<p>Begin to understand that the past is represented through books, pictures eye-witness accounts, photos, artefacts, buildings.</p>	<p>Understand that the past is represented through books, pictures eye-witness accounts, photos, artefacts, buildings.</p> <p>Identify and recount some details from the past.</p>	<p>Look at two versions of the same event and identifies differences in the accounts.</p> <p>Gives a simple reason why there may be different accounts of history.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in the past) can represent events or ideas in ways that can persuade others.</p>	<p>Understand that the past has been interpreted in different ways because gaps in the evidence have been filled by imagination.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Realise that history is continually being re-written e.g. as new evidence is discovered.</p>

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Knowledge of the characteristic features of periods/societies. Identify and describe reasons for and results of historical events, situations and changes in the period studied.	<p>Talk about past and present events on their own lives and in the lives of family members.</p>	<p>Uses information to describe similarities and differences between then and now.</p> <p>Know about the lives of significant individuals in the past.</p> <p>Know about significant events beyond living memory.</p>	<p>Can talk about actions of people in historical settings, focussing on what one person wanted.</p> <p>Sees that events have more than one cause.</p> <p>Understand main characteristics of the period studied (describing them) e.g. buildings, clothes, beliefs</p> <p>They understand the main differences between today and the period studied and spot anachronisms</p> <p>Describes how some of the past events/people affect life today.</p>	<p>Can make links between different features of a society.</p> <p>Know that not everyone in a period lived in the same way e.g. rich/poor. Know there are different levels of society.</p> <p>Can start to explain general and impersonal causes; events may happen because of other reasons than just human action.</p> <p>Begin to realise events may happen because of a combination of reasons.</p>	<p>Know that not everyone in a period lived and believed in the same way, depending upon their status in society. They can describe and explain ways of life at different levels of society.</p> <p>Starts to explain rather than list reasons.</p> <p>Starts to express explanation in term of relative importance backed by reasoned argument e.g. 'The main reason', 'some think'</p> <p>Able pupils might begin to see causes as connected in some way, one cause being linked to another making it more likely to happen.</p>