

Bacon Garth Primary School History Progression of Skills

This is a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. There will be a focus on one of these skills each half term, although some objectives may cross over into other units too.

 <u>Chronology</u> (developing an understanding of how historical events fit together over time)						
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
be able to talk about past and present events in their own lives and those of family members	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives	place the time studied on a time line sequence events or artefacts use dates related to the passing of time	place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line



Range and Depth of Historical Knowledge

(Studying as wide a range of historical periods and events as possible and determining how much detailed knowledge pupils are expected to acquire)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
begin to understand how things were different in the past- technology/toys by talking to members of their families	begin to describe similarities and differences in artefacts drama - why people did things in the past use a range of sources to find out characteristic features of the past events of time studied Compare and contrast ancient civilisations Interpretations	find out about people and events in other times collections of artefacts - confidently describe similarities and differences drama - develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	study different aspects of life 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 Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period 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 Compare and contrast ancient civilisations



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Historical Enquiry

(investigating the origins and outcomes of historical events and periods of history)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
talk about artefacts and photos from history about important events (e.g. first person on the moon)	sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	use a source - why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of time lines discuss the effectiveness of sources	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, e-learning for research ask and answer questions	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, e-learning for research	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	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 gathering from several sources together in a fluent account



Organisation and Communication

(Methods of presentation that we access or create in order to investigate or record historical information)

FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talking to family members Historical photos from family members ICT, with support	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama	select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups	fit events into a display sorted by theme or time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative	select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations