

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

History progression of skills

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|  | Reception | KS1  Year 1 Developing  Year 2 Embedding | LKS2  Year 3 Developing  Year 4 Embedding | UKS2  Year 5 Developing  Year 6 Embedding |
| Chronology | Use everyday language related to time  Order and sequence familiar events  Sequence photos etc from different periods of their life  Talk about past and present events in their own lives and in lives of family members. | |  | | --- | | Sequence events or objects in chronological order  Describe memories of key events in lives  Use common words and phrases relating to the passing of time  Know where all people/events studied fit into a chronological framework  Identify similarities / differences between periods  Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time  Show where places, people and events fit into a broad chronological framework  Begin to use dates | | |  | | --- | | Put events, people, places and artefacts on a timeline  Place events from a period studied on a time line.  Use dates related to the passing of time  Use terms related to the period and begin to date events.  Sequence events or artefacts  Understand more complex terms e.g. BCE/AD |   Develop increasingly secure chronological knowledge and understanding of, local, British and world history | As LKS2 but with a greater depth and range of knowledge  Continue to develop chronologically secure knowledge of history  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  Establish clear narratives within and across periods studied  Note connections, contrasts and trends over time |
| Knowledge and interpretation | Describe main story settings, events and principal characters.  To understand stories and tales that were set in the past  Question why things happen and give explanations  Know about similarities and differences between themselves and others, and among families, communities and traditions | Identify different ways in which the past is represented  Recognise why people did things, why events happened and what happened as a result  Make simple observations about different types of people, events, beliefs within a society  Identify similarities / differences between ways of life at different times | Understand that different versions of the past may exist, giving some reasons for this  Use text books and historical knowledge  Identify and give reasons for, results of, historical events, situations, changes  Describe social, cultural, religious and ethnic diversity in Britain & the wider world  Describe / make links between main events, situations and changes within and across different periods/societies | Discern how and why contrasting arguments and interpretations of the past have been constructed  Offer some reasons for different versions of events  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  Analyse / explain reasons for, and results of, historical events, situations, changes  Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies  Identify and explain change and continuity within and across periods |
| Sources | Use a source – observe or handle sources to answer questions about the past on the basis of simple observations  Know that information can be retrieved from books and computers | Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.  Compare 2 versions of a past event  Compare pictures or photographs of people or events in the past  Discuss reliability of photos/ accounts/stories | Be aware that different versions of the past may exist and begin to suggest reasons for this  Suggest where we might find answers to questions considering a range of sources  Understand that knowledge about the past is constructed from a variety of sources  Begin to evaluate the usefulness of different sources  Distinguish between different sources – compare different versions of the same story | Understand that the past is represented and interpreted in different ways and give reasons for this  Understand how different types of sources are used rigorously to make historical claims  Link sources and work out how conclusions were arrived at |
| Historical enquiry | Be curious about people and show interest in stories.  Answer ‘how’ and ‘why’ questions … in response to stories or events.  Explain own knowledge and understanding, and asks appropriate questions.  Record, using marks they can interpret and explain | Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?  Understand some ways we find out about the past.  Communicate understanding of the past in a variety of ways  Choose and use parts of stories and other sources to show understanding of events | Regularly address and sometimes devise historically valid questions  Select and organise relevant historical information.  Construct and organise responses by selecting relevant historical data. | Devise, ask and answer more complex questions about the past, considering key concepts in history  Select sources independently and give reasons for choices  Analyse a range of source material to promote evidence about the past  Create relevant, structured and evidentially supported accounts |
| Significant people | Recognise and describe special times or events for family or friends | Recognise and make simple observations about who was important in an historical event/account, | Identify historically significant people and events in situations | Consider/explain the significance of events, people and developments in their context and in the present  Give reasons why some events, people or developments are seen as more significant than others |