

Leasowe Primary School
Progression in Historical Skills 2023/4

KS1 N/C Skills	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases related to the passing of time. • Pupils should know where the people and events they study fit into a chronological framework and identify similarities and differences between ways of life in different periods. • Pupils should use a wide variety of everyday historical terms. • Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
KS2 N/C Skills	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Pupils should understand how our knowledge of the past is constructed from a range of sources.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding (C.U)	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory,</p> <p>Use common words and phrases relating to the passing of time e.g. First, Next, Then</p>	<p>Sequence events/artefacts or pictures e.g., early forms of communication/modern day</p> <p>Put people or events studied into a timeline.</p> <p>Identify similarities/differences between ways of life in different periods.</p>	<p>Place the time studied on a timeline.</p> <p>Sequence events or artefacts.</p> <p>Sequence key events/years on a timeline.</p> <p>All the above independently.</p>	<p>Independently place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use more complex terms e.g., BC (Before Christ) and AD (Anno Domini)</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Know and sequence key events of a time studied.</p> <p>Use relevant terms and period labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparison between different times in history.</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a timeline.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Depth of Historical Knowledge (R & D)	<p>Describe some simple similarities and differences between artefacts.</p> <p>Use drama to act out key events.</p>	<p>Find out about people and events.</p> <p>Use collections of artefacts and describe their similarities and differences.</p> <p>Use drama to develop empathy and understanding (hot seating, speaking and listening)</p>	<p>Find out about everyday lives of people in the time studied and make comparisons with our lives today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have had to do something.</p>	<p>Use evidence to reconstruct life in the time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study the experiences of different groups of people during the time studied e.g. men and women, rich and poor</p>	<p>Find out about beliefs, behaviours and characteristics of people recognising that not everyone shares the same views and feelings.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare and contrast period studied with another already studied.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Historical Interpretation (HI)</p>	<p>Begin to identify different ways to identify the past e.g. photos, stories or adults talking about the past.</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Be able to identify different ways to represent the past (fact and fiction) e.g. diary entry or a story</p> <p>Compare two different versions of the past.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books etc.</p>	<p>Evaluate the usefulness of different resources.</p> <p>Understand that sources can contradict each other.</p>	<p>Compare accounts of events from different sources e.g. fact or fiction.</p> <p>Offer some reasons for different versions of events e.g. someone in power vs ordinary person.</p>	<p>Evaluate source and work out how conclusions were reached.</p> <p>Evaluate different interpretations e.g. fact, fiction and opinion.</p> <p>Be aware of different evidence will lead to different conclusions.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Historical Enquiry (H.E.)</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer questions related to different sources and objects.</p>	<p>Use different sources and objects to ask and answer questions e.g. who, why, what, how etc.</p> <p>Start to use a range of resources e.g. non-fiction books, ICT etc.</p>	<p>Use a range of sources to find out about a period.</p> <p>Select and record relevant information.</p> <p>Use books and ICT for independent research.</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Confidently use books and ICT for independent research</p>	<p>Examine causes and results of great events and the impact upon people.</p> <p>Compare an aspect of life with the same aspect in another period e.g. education.</p> <p>Begin to identify primary and secondary causes.</p> <p>Confidently use books and ICT to</p>	<p>Address and sometimes devise historically valid questions about cause, change, similarity and difference as well as significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

				Choose relevant material to present a picture of one aspect of the past e.g. Viking farming.	research and begin to present own findings.	Confidently recognise primary and secondary sources. Bring gathered knowledge from a range of sources together to a fluent account.
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	Use drama/role play to communicate knowledge of the past. Use simple ways of recording learning about the past e.g. labelling pictures/photographs , simple writing tasks.	Use drama/role role to communicate their knowledge of the past. Use fiction/non-fiction writing to convey their understanding of the person/period e.g. fact files etc.. Use historical terms e.g. monarch,	Use and understand appropriate historical vocabulary e.g. from Stone Age. Present, communicate and organise ideas about the past using a variety of art forms e.g models, drama, role play and	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, kingdom etc. Present, communicate and organise ideas about	Begin to use abstract terms such as social, economic, cultural etc. Present, communicate and organise ideas from the past using detailed discussion and debates as well as different genres	Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural and religious.

<p>Organising and Presenting (O & P)</p>		<p>parliament, war etc. and/or historically accurate nouns when describing e.g. orphan, suffragette etc.</p>	<p>different genres of writing (Y3 focus) letters, recounts, poems, recounts, diaries, posters and guides.</p>	<p>the past using a variety of art forms e.g models, drama, role play and different genres of writing (Y4 focus) letters, recounts, poems, recounts, diaries, posters and guides.</p>	<p>of writing (instructions, accounts, diaries, letters, information/travel guides, posters, news reports)</p> <p>Provide an account of a historical event based upon more than one source.</p>	<p>Present, communicate and organise ideas from the past using detailed discussions and debates as well as different genres of writing e.g. instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Independently plan and present a project about an aspect of a period studied.</p>
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