

History Cycle A -Progression in Skills

Skill Set	Years 1 and 2	Year 3 and 4	Years 5 and 6
Historical Interpretations	<p>Children will begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>Children will develop an understanding of how our knowledge of the past is constructed from a range of sources.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify differences; • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources.

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Historical Investigations	<p>Children begin to ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 	<p>Children begin to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p>Children regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.

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Chronological Understanding	<p>Pupils begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They begin to know where the people and events they study fit within a chronological framework.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • sequence artefacts and events that are close together in time; • order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • describe memories and changes that have happened in their own lives; • use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>Pupils continue to develop a chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; • understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • understand and describe in some detail the main changes to an aspect in a period in history;

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Knowledge and Understanding of Events, People and Changes in the Past	<p>Children begin to identify similarities and differences between ways of life in different periods.</p> <p>Children choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • recognise some similarities and differences between the past and the present; • identify similarities and differences between ways of life in different periods; • know and recount episodes from stories and significant events in history; • understand that there are reasons why people in the past acted as they did; • describe significant individuals from the past. 	<p>Children begin note connections, contrasts and trends over time.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes; • find out about the everyday lives of people in time studied compared with our life today; • explain how people and events in the past have influenced life today; • identify key features, aspects and events of the time studied; • describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Children note connections, contrasts and trends over time.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people; • use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • examine causes and results of great events and the impact these had on people; • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

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Presenting, Organising and Communicating	<p>Pupils begin to use a wide vocabulary of everyday historical terms.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war,; • talk, write and draw about things from the past; • use historical vocabulary to retell simple stories about the past; • use drama/role play to communicate their knowledge about the past. 	<p>Pupils begin to develop the appropriate use of historical terms.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • start to present ideas based on their own research about a studied period. 	<p>Pupils should develop further the appropriate use of historical terms.</p> <p>Children develop knowledge to enable them to;</p> <ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; • plan and present a self-directed project or research about the studied period.