

DRAFT HISTORY SKILLS PROGRESSION MAP.

	F	1	2	3	4	5	6
<u>Chronological knowledge and understanding</u> Understand where things fit into British and world timeline building on previous learning. Includes duration of events, sense of amount of time between each event/era and sense of period		National Curriculum Develop an awareness of the past. 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		National Curriculum Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time			
	Recognise some special times in their lives and the lives of others. Anticipate specific time- based events such as mealtimes and home times. To develop an understanding of growth, decay and changes over time. To talk about past and present events in their own lives and in the lives of family members.	<i>Establish where new learning fits in with previous learning</i> Sequence events in their life Match objects to people of different ages Sequence 2/3 related artefacts from distinctly different periods of time Remember key parts of stories and memories about the past	Place events on a simple timeline , adding times previously studied Recount changes in own life over time Describe memories of key events in their lives Sequence photographs etc from different periods of their life Sequence 3/4 related artefacts closer together in time and check accuracy using reference books/ICT Put 3 people, events or objects in order Know and recount episodes from stories about the past, knowing and understanding key events	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied Begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied Begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Name and place dates of significant events of the period on a timeline Understand more complex historical terms e.g. century, BCE (BC) and CE (AD)	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Know and sequence key events of the time studied Gain greater historical perspective by placing their growing knowledge into different contexts Use and understand relevant terms and period labels Make comparisons between different times in the past	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied to provide a greater historical perspective Use key timelines to demonstrate changes and development in 1 key area: e.g. culture (art), technology or religion Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Sequence up to 10 events on a timeline Use and understand relevant terms and period/movement labels eg industrial revolution renaissance classical period cold war

<u>Continuity and change in and between periods</u> What changed and what stayed the same?		National Curriculum KS1 Identify similarities/differences between ways of life at different times		National Curriculum KS2 Describe/make links between main events, situations and changes within and across different periods/societies			
	To look closely at patterns and change. To develop an understanding of growth, decay and changes over time	Talk about similarities and differences between life at different times	identify similarities and differences between ways of life in different times	Find out about everyday lives of people in time studied and compare with our life today	Look for links and effects in the time studied	Compare an aspect of life with the same aspect in another period Identify changes within and across historical periods	

Historical terms/vocabulary NB this section needs staff to decide on which vocab from a list should go with each topic/year group		Use a wide vocabulary of everyday historical terms		Develop the appropriate use of historical terms Gain and deploy a historically-grounded understanding of abstract terms such as empire, civilization, parliament and peasantry.			
		Revise previous vocabulary	Revise previous vocabulary	Revise previous vocabulary	Revise previous vocabulary	Revise previous vocabulary Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance Use words and phrases relating to specific periods industrial revolution reformation renaissance etc	Revise previous vocabulary Use words and phrases for movements or times of change industrial revolution renaissance classical period cold war

Cause and consequence		Recognise why people did things, why events happened and what happened as a result		Identify and give reasons for and results of, historical events, situations, changes Regularly address and sometimes devise historically valid questions about cause			
	To talk about why things happen and how things work.	Recognise why people did things, why events happened and what happened as a result	Recognise why people did things, why events happened and what happened as a result Use evidence to explain why people acted in the past as they did	Identify reasons for and results of people's actions Understand why people may have wanted to do something	Offer a reasonable explanation for some events Note connections and cause and effect in historical periods studied	Examine causes and results of great events and impact on people	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

Historical enquiry Using evidence and communicating ideas		National Curriculum Ask and answer questions Understand some ways we can find out about the past Choose and use parts of stories and other sources to show understanding of key features and events		National Curriculum Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information			
	To talk about some of the things they have observed, such as ... objects. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.	Find answers to simple questions about the past from sources of information eg artefacts Use simple terms to talk about the passing of time Answer simple historical questions	Look carefully at pictures, eye-witness accounts or artefacts to ask and answer questions about the past on the basis of simple observations Ask and answer simple historical questions	Observe small details when looking at artefacts, pictures Use a range of sources to find out about a period Select and record information relevant to the study Use books and the internet for research Ask and answer appropriate historical questions, using their growing historical knowledge	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 Use the library and the internet for research Answer and begin to devise own historically valid questions	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Answer and devise own historically valid questions about change, cause, similarity, difference and significance	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 gathered from several sources together in a fluent account Answer and devise own historically valid questions about change, cause, similarity, difference and significance

Similarities and differences within a period/situation How is this similar to today? How is it different?		National Curriculum KS1 Identify similarities and differences between ways of life in different periods.	National Curriculum KS2 Regularly address and sometimes devise historically valid questions about similarity and difference
	To look closely at similarities, differences To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.	Talk about similarities and differences between life at different times Recognise the difference between past and present in their own life and the lives of others Make simple observations about different types of people, events, beliefs within a society Identify similarities and differences between ways of life in different times	Describe social, cultural, religious and ethnic diversity in Britain and the wider world Note contrasts, connection and trends over time Make comparisons between different times in the past

<u>Interpretations of history</u>		National Curriculum Identify different ways in which the past is represented		National Curriculum Understand that different versions of the past may exist, giving some reasons for this			
Understand that people may have different viewpoints about the past		Talk about simple ways in which the past is represented eg paintings, photos, artefacts	Identify ways that the past is represented and discuss reliability of evidence eg photos, paintings, accounts, stories	Identify and give reasons for the different ways in which the past is represented	Look at and evaluate the evidence available	Compare different accounts of events from different sources – fact or fiction	Link sources and work out how conclusions were arrived at
		Compare adults talking about their past – how reliable are their memories?	Compare two versions of a past event Compare pictures or photographs of people or events in the past	Distinguish between different sources – compare different versions of the same story Look at representations of the period eg museum, cartoons etc	Begin to evaluate the usefulness of different sources Use text books and own growing historical knowledge to gain a better perspective	Offer some reasons for different versions of events	Consider ways of checking the accuracy of interpretations – fact or fiction/opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
		Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts	Use stories to encourage children to distinguish between fact and fiction and help them remember key historical facts				

Significance of events/people Definition (Ian Dawson) Someone who: Changed events at the time they lived. Improved lots of people's lives. Changed people's ideas. Had a long lasting impact on their country or the world. Had been a really good or bad example to other people of how to live or behave	Foundation To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends.	KS1 Talk about who was important eg in a simple historical account	KS2 Identify historically significant people and events in situation
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<u>Organise, evaluate and communicate information</u> All year groups can communicate their knowledge through discussion, drawing, drama/role-play, making models, writing and using ICT				National Curriculum KS2 Construct informed responses that involve thoughtful selection and organisation of relevant historical information Create own structured accounts including written narratives and analyses.			
		Use simple terms to talk about the passing of time Draw pictures	Use simple terms to talk about the passing of time Write simple stories and recounts about the past Draw labelled diagrams and write about them to tell others about people, objects and events from the past	Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information Present findings about the past using speaking, writing, ICT and drawing skills Suggest different ways of presenting information for different purposes	Recall, select and organise historical information Construct own responses that involve thoughtful selection and organisation of relevant historical information Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.	Recall, select and organise historical information Construct informed responses that involve thoughtful selection of relevant historical information Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Use dates and terms correctly	Select, organise and present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Make accurate use of specific dates and terms