

# HISTORY: SKILLS PROGRESSION TOOL



Aims		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<b>Milestone objectives:</b> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Label time lines with words or phrases such as: present, past, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>		<b>Milestone objectives:</b> <ul style="list-style-type: none"> <li>Place events, historical figures and artefacts in order on a timeline.</li> <li>Understand the concept of change over time, representing this, along with evidence on a timeline.</li> <li>Use dates and terms to describe events.</li> </ul>		<b>Milestones objectives:</b> <ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> </ul>	
CHRONOLOGICAL UNDERSTANDING	<b>Curriculum objectives:</b> <b>A)</b> Know and understand the history of these islands as a <b>coherent, chronological narrative, from the earliest times to the present day:</b> how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world  <b>F) Gain historical perspective</b> by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; <b>and between short- and long-term timescales.</b>	- Sequence events or objects in chronological order Understand difference between things that happened in the past and present. - Know about some things that happened to other people in the past. - Understand how to put a few events or objects in order of when they happened. - Use phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.	- Sequence events from different periods of their life - Describe memories of key events in lives - Develop awareness of a timeline and what it shows through people, events and objects in order of when they have happened, using a given scale. - Understand and use the words past and present when telling others about an event. - Use words and phrases such as: when my parents were children, years, decades and centuries, building on year 1 vocabulary.	- Use a timeline to place events I have found out about independently. - Sequence events or artefacts. - Understand complex terms E.G BC and AD and that a timeline can be split into BC and AD. - Name the date of any significant event and use dates related to the passing of time. - Use words such as after, before and during to describe the passing of time.	- Use a timeline to place events both in this country and abroad - Understand the passing of time through BC and AD. IE: BC counts towards zero and AD counts away from zero. - Understand that a timeline can be divided into different periods. Placing an Ancient civilisation onto a timeline and comparing it to previous taught civilisation(s). - Describe the main changes in a period of history. - Use words such as decade, century, before Christ, to describe the passing of time.	- Understand that a timeline can be divided. - Know and sequence key events studied on a timeline. - Relate current studies to previous studies. - Describe the main changes in a period of history using words such as <b>social, religious, political, technological and cultural</b> - Make comparisons between different times in history. - Name the date of any significant event studied and place approximately on the right place on a timeline - Use words such as era, period ,BC, AD, BCE to describe the passing of time	- Use a timeline to place events, periods and cultural movements (linked to art, music and architecture). - Use relevant dates and terms. - Relate current studies to previous studies on a timeline. - Explore changes and developments in culture, religion, technology and society. - Use a timeline to demonstrate changes and developments in culture, technology, religion and society. - Be able to sequence multiple events on a timeline using dates.

		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past</li> <li>• Recognise that there are reasons why people in the past acted in the way they did.</li> </ul>		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experience of men, women and children.</li> </ul>		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>• Compare some of the times studied with those of the other areas of interest from around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experience of men, women and children.</li> </ul>	
<p><b>KNOWLEDGE AND UNDERSTANDING OF PAST EVENTS, PEOPLE &amp; CHANGES IN THE PAST</b></p>	<p><b>A) Know and understand the history</b> of these islands as a coherent, chronological narrative, from the earliest times to the present day: <b>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</b></p> <p><b>B) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</b></p> <p><b>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</b>, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>- Find some facts about people long ago (before living memory).</p> <p>- Find out some facts about events that happened long ago.</p> <p>- Say why people acted as they did.</p> <p>- Use a range of sources to find out characteristic features of the past</p>	<p>- Use information to describe the past.</p> <p>- Use information to describe the differences between then and now.</p> <p>- Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>- Recount the main events from a significant event in history (giving some interesting detail).</p> <p>-Find out about people and events in other times -Collections of artefacts – confidently describe similarities and differences</p> <p>-Drama – develop empathy and understanding (hot seating, sp and listening)</p>	<p>Explore resources to</p> <p>- Find out possible changes during a period of time</p> <p>- Find out why changes may have occurred</p> <p>-Find out about everyday lives of people in time studied compare with our life today</p> <p>-Identify reasons for and results of people's actions - Understand why people may have had to do something</p>	<p>Use evidence to</p> <p>- Describe changes during a period of time.</p> <p>- Give reasons why changes may have occurred.</p> <p>_Use evidence to reconstruct life in time studied</p> <p>- Identify key features and events look for links and effects in time studied</p> <p>- Offer a reasonable explanation for some events - Develop a broad understanding of ancient civilisations</p>	<p>With help, choose reliable sources of evidence to</p> <p>- Give own reasons why changes may have occurred</p> <p>- Describe similarities and differences between some people, events and artefacts I have studied</p> <p>- Describe how some of the things studied from the past affect life today</p> <p>-Study different aspects of life of different people – differences between men and women</p> <p>-examine causes and results of great events and the impact on people</p> <p>-compare life in early and late times studied</p> <p>-compare an aspect of life with the same aspect in another period</p>	<p>- Complete all targets from Year 5 independently</p> <p>- Make links between some of the features of religion, houses, society and technology</p> <p>- Find out 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</p> <p>-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</p>

Aims:		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers out about the past.</li> <li>• Ask questions such as; what was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>		<p><b>Milestone objectives:</b></p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Describe different accounts of a historical event, explaining some of the reasons as to why accounts of events may differ.</p> <p>Suggest causes and consequences of some of the main events and changes within history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experience of men, women and children.</p>		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for their choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	
Investigate and interpret the past	<p><b>E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</b></p>	<ul style="list-style-type: none"> <li>- Look at books to help find out about the past</li> <li>- Listen to stories about the past</li> <li>- Experience a museum visit</li> <li>-Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</li> </ul>	<ul style="list-style-type: none"> <li>- Look at books, pictures and artefacts, listened to stories, use the internet and visit an historical site.</li> <li>-Compare pictures or photographs of people or events in the past</li> <li>-Able to identify different ways to represent the past</li> </ul>	<ul style="list-style-type: none"> <li>- Look at 2 versions of the same event in history and identify differences in the accounts.</li> <li>- Give reasons why there may be different accounts of history.</li> <li>-Identify and give reasons for different ways in which the past is represented</li> <li>-Distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at 2 or more versions of the same event in history and identify differences in the accounts.</li> <li>- Understand that people both now and in the past can represent events or ideas in a way that persuades others.</li> <li>- Look at the evidence available begin to evaluate the usefulness of different sources use of text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretation of history.</li> <li>-Compare accounts of events from different sources. Fact or fiction</li> <li>- Give clear reasons why there may be different accounts of history.</li> <li>-Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate evidence to choose the most reliable forms.</li> <li>- Know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</li> <li>- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> <li>- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>-Link sources and work out how conclusions were arrived at</li> </ul>

HISTORICAL ENQUIRY

**D) Understand historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, **and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses**

**E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,** and discern how and why contrasting arguments and interpretations of the past have been constructed

- Look at pictures and artefacts and ask, "which things are old and which are new?"
- Answer questions about events, using "before" and "after" to describe when something happened.
- Look at artefacts from the past and ask, "how were they used?" and try to answer.
- Look at pictures from the past and ask, "what were people doing?" and try to answer.
- 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.

- Ask, "what was it like for people in the past?" and use information to help answer the question.
- Ask, "What happened in the past?" and use information to help answer the question.
- Ask, "how long ago did an event happen?" and try to work it out (using language such as.. a little while ago, a very long time ago).
- Estimate the ages of people (younger/older) by studying and describing their features.
- 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 and pictures.
- Select and record information relevant to the study.
- 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 and internet for research.
- 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 evidence to build up a picture of life studied.
- Select relevant sections of information.
- 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 the past Suggest omissions and the means of finding out
- Bring knowledge gathering from several sources together in a fluent account

		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades, and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of a nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</li> </ul>		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate including:</li> <li>• Dates, time periods, era, change and chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>		<p><b>Milestone objectives:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate including:</li> <li>• Dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
<p>Communicate historically</p>	<p><b>C) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</b></p> <p><b>F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</b></p>	<ul style="list-style-type: none"> <li>- Sort events or objects into groups (then and now).</li> <li>- Use a timeline to order events or objects.</li> <li>- Tell stories from the past (sometimes using role play).</li> <li>- Write a simple sentence saying what I have found out about the past.</li> <li>- Draw pictures and write captions to tell others about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe objects, people or events (from the time of)... (significant person or event).</li> <li>- Write my date of birth.</li> <li>- Use time lines to order events or objects.</li> <li>- Use time lines to place an event or significant person.</li> <li>- Tell stories from the past using story writing skills.</li> <li>- Draw labelled diagrams and write about them to tell others about people, objects or events from the past.</li> <li>- Class display/ museum annotated photographs where possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use dates and terms accurately.</li> <li>- Choose the most appropriate way to present information.</li> <li>--Select data and organise it into a data file to answer historical questions</li> <li>- Know the period in which the study is set</li> <li>-Display findings in a variety of ways work independently and in groups</li> </ul>	<ul style="list-style-type: none"> <li>- Use dates and terms accurately.</li> <li>-Fit events into a class display sorted by theme time use appropriate terms, matching dates to people and events</li> <li>- Record and communicate knowledge in different forms-</li> <li>-Follow the school's core value by working independently and in groups showing initiative</li> </ul>	<ul style="list-style-type: none"> <li>- Use the key vocabulary of the time to convey understanding of the past.</li> <li>- Choose the most appropriate way to present information, and give reasons why-to include extended writing and individual investigations</li> <li>- use a variety of ways to communicate knowledge and understanding including extended writing. Pupils should also complete an open ended task so that they are able to unpick their understanding/opinions.</li> </ul>