

Powerstock CE VA Primary School

History

Progression of skills



| Formal Element | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Chronological Awareness | <p>Develop an awareness of changes over time.</p> <p>Develop an awareness of events in their own and their families lives.</p> <p>Order and sequence familiar events.</p> <p>Use everyday language related to time.</p> | <p>Sequence some events or 2 related objects in order of time.</p> <p>Use words and phrases: old, new, now, then, yesterday</p> <p>Remember part of stories and memories about the past.</p> | <p>Recount changes in own life over time</p> <p>Put 3 people, events or objects in order using a given scale</p> <p>Use words and phrases: related to topic vocabulary to do with time</p> | <p>Use timelines to place events in order</p> <p>Understand timelines can be divided in BC and AD</p> <p>Use words and phrases: century, decade</p> | <p>Name and place dates of significant events of the period on a timeline.</p> <p>Place certain topics on a timeline showing understanding of BC, AD.</p> <p>Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.</p> | <p>Sequence historical periods</p> <p>Identify changes within and across historical periods</p> <p>Use words and phrases: vocabulary relating to specific periods – Industrial Revolution, Reformation, Renaissance etc</p> | <p>Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point</p> <p>Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.</p> <p>Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war.</p> |
| Knowledge and Understanding | | <p>Tell the difference between past and present in their own lives and other people lives.</p> <p>Listen to eye-witness accounts from grandparents.</p> <p>Begin to suggest why something might be different</p> | <p>Use a range of sources to describe differences between then and now</p> <p>Recount main events from a significant time in history</p> <p>Use evidence to explain reasons why people acted in the past as they did</p> | <p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.</p> <p>Use evidence to find out how any of these may have changed during a time period</p> <p>Suggest reasons for why there were difference between periods.</p> | <p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences.</p> <p>Describe how some of the past events affect life today.</p> | <p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Give short term cause and consequence of the main events, situations and changes in the period studied.</p> <p>Identify changes and links within and across the time periods studied.</p> | <p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p> <p>Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics.</p> <p>Describe how some changes impact both on subsequent periods and, in the long term, on today's society</p> |



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| <p>Historical Contexts</p> | | <p>Begin to identify and recount some details from the past from pictures and stories.</p> <p>Find answers to simple questions about the past by using source material.</p> <p>Discover about the past through roleplay/drama</p> | <p>Look carefully at pictures, eye-witness accounts or objects to find information about the past.</p> <p>Ask questions about the source material</p> <p>Say how features of the period influence how events are treated.</p> | <p>Use a range of source material including visits to collate information about the past.</p> <p>Identify the difference between fact and opinion.</p> <p>Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.</p> | <p>Understand the difference between primary and secondary sources</p> <p>Give reasons why there may be different accounts of history looking at propaganda.</p> <p>Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.</p> | <p>Question reliability of source material and can give reasons why something is or is not reliable.</p> <p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.</p> <p>Know that people can represent events or ideas in ways that persuade others – bias and propaganda.</p> | <p>Evaluate the usefulness and accuracy of different sources understanding the affect of propaganda, bias, misinformation and opinion.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p> |
| | | <p>Show knowledge and understanding about the past in different ways: roleplay, drawing, writing, talking</p> | <p>Write simple stories and recounts about the past.</p> <p>Draw labelled diagrams and write about them to tell others about people, objects and events from the past</p> | <p>Present findings about past using speaking writing, ICT and drawing skills.</p> <p>Uses dates and vocabulary related to topic accurately.</p> <p>Suggest different ways of presenting information for different purposes</p> | <p>Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Use dates and subject specific words such as monarch, settlement, invader accurately.</p> | <p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</p> <p>Uses dates and terms correctly.</p> | <p>Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram).</p> <p>Their recording reflects the skill being taught.</p> <p>Makes accurate use of specific dates and terms</p> |
| <p>Organise, Evaluate and Communicate Information</p> | | | | | | | |

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