

Wheldrake with Thorganby CE Primary School  
Progression of skills in History  
Coverage of skills -Year A

Working together to be the best we can be



*Chronological understanding*

*Range and depth of historical knowledge*

*Interpretations of history*

*Historical enquiry*

*Organisation and communication*

<b>Autumn 1</b>					
<b><u>Y1 - Superheroes</u></b> Recognise the difference between past and present in their own and others lives Create a simple timeline of their own lives to show their beginning understanding of chronology	<b><u>Y2-Superheroes</u></b> Recognise the difference between past and present in their own and others lives Create a simple timeline of their own lives to show their beginning understanding of chronology	<b><u>Y3-The Journey Starts Here</u></b>	<b><u>Y4-The Journey Starts Here</u></b>	<b><u>Y5-York to New York City</u></b>	<b><u>Y6-York to New York City</u></b>
<b>Autumn 2</b>					
<b><u>Y1-Woodland/Let's Celebrate</u></b>	<b><u>Y2-Woodland/Let's Celebrate</u></b>	<b><u>Y3- The Journey Starts Here</u></b>	<b><u>Y4-The Journey Starts Here</u></b>	<b><u>Y5- Fair Trade</u></b>	<b><u>Y6 - Fair Trade</u></b>
<b>Spring 1</b>					
<b><u>Y1-Antarctica</u></b> They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction	<b><u>Y2-Antarctica</u></b> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	<b><u>Y3- Hunter, Gatherer, Farmer</u></b> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions	<b><u>Y4- Hunter, Gatherer, Farmer</u></b> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied	<b><u>Y5 - Invasions (WW2)</u></b> events of time studied Use relevant terms and period labels Make comparisons between different times in the past Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	<b><u>Y6-Invasions (WW2)</u></b> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline 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 time studied Write another explanation of a past event in terms of

		<p>Understand why people may have wanted to do something</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</p>	<p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>· Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p>
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## Spring 2

<p><b><u>Y1-Wheldrake</u></b></p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p> <p>Compare adults talking about the past – how</p>	<p><b><u>Y2-Wheldrake</u></b></p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p><b><u>Y3 - Hunter, Gatherer, Farmer continued</u></b></p>	<p><b><u>Y4 - Hunter, Gatherer, Farmer continued</u></b></p>	<p><b><u>Y5-Invasions (WW2) continued</u></b></p>	<p><b><u>Y6-Invasions (WW2) continued</u></b></p>
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reliable are their memories?

**Summer 1**

<b>Y1-Plants</b>	<b>Y2-Plants</b>	<b>Y3- The Romans</b>	<b>Y4-The Romans</b>	<b>Y5- Ancient Maya</b>	<b>Y6- Ancient Maya</b>
		<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p> <p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p> <p>Study different aspects 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>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and</p>

		Begin to use the library and internet for research			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
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## Summer 2

<u>Y1- Chocolate</u>	<u>Y2-Chocolate</u>	<u>Y3- The Romans continued</u>	<u>Y4- The Romans continued</u>	<u>Y5 - Explorers</u>	<u>Y6 - Explorers</u>
<p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Identify differences between ways of life at different times</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>				