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

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

<u>Y1-Pirates</u>	<u>Y2-Pirates</u>	Y3-Anglo Saxons and	Y4- Anglo Saxons and	Y5-Brazil	Y6-Brazil
		Vikings-Britain until 1066	Vikings-Britain until 1066		
		Place the time studied on a	Place events from period		
		time line	studied on time line		
		Use dates and terms	Use terms related to the		
		related to the study unit	period and begin to date		
		and passing of time	events		
		Sequence several events or	Understand more complex		
		artefacts	terms eg BC/AD		
		Find out about every day	Use evidence to		
		lives of people in time	reconstruct life in time		
		studied	studied		
		Compare with our life today	Identify key features and		
		Identify reasons for and	events of time studied		
		results of people's actions	Look for links and effects		
		Understand why people may	in time studied		
		have wanted to do	Offer a reasonable		
		something	explanation for some events		
		Identify and give reasons	Look at the evidence		
		for different ways in	available		
		which the past is	Begin to evaluate the		
		represented	usefulness of different		
		Distinguish between	sources		
		different sources –	Use text books and historical		
		compare different	knowledge Use evidence to build		
		versions of the same			
		story	up a picture of a past		
		Look at representations of	event		
		the period – museum,	Choose relevant material		
		cartoons etc	to present a picture of		
		Use a range of sources	one aspect of life in time		
		to find out about a	Past Ask a variety of questions		
		period	Use the library and internet		
		Observe small details –	for research		
		artefacts, pictures Select and record	IOI TESERICII		
		information relevant to			
		the study			
		Begin to use the library and			
		internet for research			
		internet for research			

Autumn 2					
Y1-Space & Beyond/	Y2-Space & Beyond/	As above	As above	Y5-Tudors	<u>Y6-Tudors</u>
<u>Celebrate</u>	<u>Celebrate</u>			Know and sequence key	Place current study on
Recognise the	Identify differences between			events of time studied	time line in relation to
difference	ways of life at different			Use relevant terms and	other studies
between past and	times.			period labels	Use relevant dates and terms
present in their	Discuss reliability of			Make comparisons between	Sequence up to 10 events on
own and others	accounts/stories			different times in the past	a time line
lives	Sequence artefacts			Study different aspects	Find out about beliefs,
They know and recount	closer together in time			of different people -	behaviour and
episodes from stories	- check with reference			differences between	characteristics of people,
about the past	book			men and women	recognising that not
Use stories to encourage	Sequence photographs etc.			Examine causes and	everyone shares the same
children to distinguish	from different periods of			results of great events and	views and feelings
between fact and fiction	their life			the impact on people	Compare beliefs and
	Describe memories of key			Compare life in early	behaviour with another
	events in lives			and late 'times' studied	time studied
	Identify differences between			Compare an aspect of lie	Write another explanation
	ways of life at different times			with the same aspect in	of a past event in terms of
	Use a source – observe or			another period	cause and effect using
	handle sources to answer			Compare accounts of	evidence to support and
	questions about the past on			events from different	illustrate their explanation
	the basis of simple			sources – fact or fiction	Know key dates, characters
	observations.			Offer some reasons for	and events of time studied
				different versions of events	Link sources and work
				· Begin to identify	out how conclusions
				primary and secondary	were arrived at
				sources	Consider ways of
				Use evidence to build	checking the accuracy of
				up a picture of a past	interpretations – fact or
				event	fiction and opinion
				Select relevant	Be aware that different
				sections of	evidence will lead to
				information	different conclusions
				Use the library and internet	Confidently use the library
				for research with increasing	and internet for research
				confidence	Recognise
					primary and
					secondary
					sources

Spring 1					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
Y1-GF of L Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past Use stories to encourage children to distinguish between fact and fiction Find answers to simple questions about the past from sources of information e.g. artefacts.	Y2-GF of L Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times. Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Y3-Mountains, Rivers and Coasts	Y4-Mountains, Rivers and Coasts	Y5-Journeys	Y6-Journeys

Y1-Ponds, Bogs & Woods	Y2-Ponds, Bogs & Woods	Y3-Mountains, Rivers and Coasts	Y4-Mountains, Rivers and Coasts	<u>Y5-Natural Disasters</u>	Y6-Natural Disaster
Summer 1					
Y1-Plants	Y2-Plants	Y3- Ancient Egypt 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 Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented Distinguish between different sources — compare different versions of the same story Look at representations of the period — museum, cartoons etc Use a range of sources to find out about a period Observe small details — artefacts, pictures	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 Offer a reasonable explanation for some events Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and 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 Ask a variety of questions Use the library and internet for research	Y5-Ancient Greece and Olympics  Know and sequence key 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 lie with the same aspect in another period Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information	Y6- Ancient Greece and Olympics Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line 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 cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions

		Select and record information relevant to the study Begin to use the library and internet for research		Use the library and internet for research with increasing confidence	Confidently use the library and internet for research 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		
Summer 2							
Y1- Nepal	Y2- Nepal	As above	As above	As above	As above		
Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.						