

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>	<u>Y3-Anglo Saxons and Vikings-Britain until 1066</u>	<u>Y4- Anglo Saxons and Vikings-Britain until 1066</u>	<u>Y5-Brazil</u>	<u>Y6-Brazil</u>
		<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>Begin to use the library and internet for research</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>		

Autumn 2

Y1-Space & Beyond/ Celebrate

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

Y2-Space & Beyond/ Celebrate

Identify differences between ways of life at different times.
Discuss reliability of accounts/stories
Sequence artefacts closer together in time - check with reference book
Sequence photographs etc. from different periods of their life
Describe memories of key events in lives
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.

As above

As above

Y5-Tudors

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 life 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
Use the library and internet for research with increasing confidence

Y6-Tudors

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
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
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Spring 1

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

Spring 2

<u>Y1-Ponds, Bogs & Woods</u>	<u>Y2-Ponds, Bogs & Woods</u>	<u>Y3-Mountains, Rivers and Coasts</u>	<u>Y4-Mountains, Rivers and Coasts</u>	<u>Y5-Natural Disasters</u>	<u>Y6-Natural Disaster</u>
Summer 1					
<u>Y1-Plants</u>	<u>Y2-Plants</u>	<u>Y3- Ancient Egypt</u> 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	<u>Y4- Ancient Egypt</u> 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	<u>Y5-Ancient Greece and Olympics</u> 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 life 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	<u>Y6- Ancient Greece and Olympics</u> 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
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Summer 2

<u>Y1- Nepal</u> Find answers to simple questions about the past from sources of information e.g. artefacts.	<u>Y2- Nepal</u> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	<u>As above</u>	<u>As above</u>	<u>As above</u>	<u>As above</u>
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