

History Skills Progression

Be aware of previous assessment judgements to consolidate skills from a previous year group before awarding the age expected skill.

SKILLSET 1 Chronology	SKILLSET 2 Sources
<u>Year 1</u> <ul style="list-style-type: none"> – Use common descriptive words and phrases relating to time. – Say which came first out of two artefacts, events etc. – Place objects on a simple timeline in time order. 	<u>Year 1</u> <ul style="list-style-type: none"> – Use pictures, videos, objects and people to ask and answer questions about the past including; what might it have been used for? What do you think it is made of? Who might have used it?
<u>Year 2</u> <ul style="list-style-type: none"> – Put key events from the topics I have studied in order. – Build on common descriptive words and phrases relating to time (Century, decade). – Start to understand and use conceptual vocabulary to examine change, duration and sequencing. – What has happened since ‘x’ e.g. GFoL, using previous knowledge. 	<u>Year 2</u> <ul style="list-style-type: none"> – Understand the difference between primary and secondary sources and use a mixture of sources to give us a fuller picture of life in the topic studied. – Categorise sources into primary and secondary sources. – Use different sources to understand the experiences of different people including rich and poor.
<u>Year 3</u> <ul style="list-style-type: none"> – Build on descriptive vocabulary by understanding and using technical vocabulary (AD, BC BCE) through the ages and eras. – Extend duration of knowledge to millennia. – Build on common descriptive words and phrases relating to time (Millennia, pre historic). – What breakthrough in technology need to happen to enable ‘x’ to take place? – Place historical events on a timeline indicating BC/AD and BCE/CE 	<u>Year 3</u> <ul style="list-style-type: none"> – What can we learn from a particular source? What can it tell us? What can it not tell us?
<u>Year 4</u> <ul style="list-style-type: none"> – To effectively use chronology to compare, contrast and connect events, and to continue to build history specific vocabulary. – To begin to use language related to the probability of an event happening. – What could people during ‘x’ not do compared to what we can do today? How does this compare ‘era upon era’ within historical civilisations? – Become secure in placing historical events on a timeline indicating BC/AD and BCE/CE 	<u>Year 4</u> <ul style="list-style-type: none"> – What are the limitations of the source? – Why is it so difficult to tell ‘x’ from a particular source? E.g. <i>Why can't a Roman coin not tell us what the Romans ate?</i> – What evidence can we use to find out missing information and other information?
<u>Year 5</u> <ul style="list-style-type: none"> – To be secure in selecting the appropriate historical skill when answering chronological questions comparing periods/civilisations of history. – Place historical events on a timeline indicating BC/AD and BCE/C to an appropriate scale according to the length of time elapsed between events. 	<u>Year 5</u> <ul style="list-style-type: none"> – Be aware of how the limitations of a particular source can affect our views of history. E.g. To lightly introduce bias and how this can affect our understanding of an event, or how a primary resource might be misconstrued.
<u>Year 6</u> <ul style="list-style-type: none"> – Opportunities to develop mastery skills when questioning chronology, e.g. What can we learn about the period being studied using chronological enquiry/skills? – Being secure in using all of the chronology skills. 	<u>Year 6</u> <ul style="list-style-type: none"> – Understand how sources may omit groups/embellish achievements of groups of people. E.g. Black History – Creola Katherine Johnson (NASA mathematician). – To explore the effects of bias on historical sources.

SKILLSET 3

Understand and interpret the significance of the historical periods studied through examining cause and effect, continuity and change, and by comparing and contrasting and making connections.

Year 1

- Name ways in which old and new toys are different.
- Suggest reasons why they are different.
- Look at how things have changed. E.g. What toys did children play with in the past that we no longer play with? What toys are *still* played with today that were played with in bygone eras of the past?
- What effect did mass-production in factories have upon the types of toys that children played with?
- Think of questions that they could ask in order to find out more about the period of history that they are studying.
- With support, address misconceptions.

Year 2

- Begin to think of questions beyond 'who, what, where, when?'... E.g. 'How?' and 'Why'?
- Use chronology to compare and contrast experiences from history and that of our own lives using different sources by stating what was the same and what was different.
- Use sources to understand and explain cause and effect. E.g. Why did the Great Fire spread? What was the effect of bombing on British cities?
- Suggest reasons for changes that came about as a result of 'x'.
- Suggest reasons as to why particular things have stayed the same throughout history.
- Who do the sources tell us were the most significant people from this period?
- With support, address misconceptions.

Year 3

- Continue to think of questions beyond 'who, what, where, when?'... E.g. 'How?' and 'Why'?
- Use chronology to compare and contrast experiences from multiple periods of history, including their own lives. Use different sources by stating what was the same and what was different.
- Use sources to understand and explain cause and effect. E.g. The development of early tools/technology and the impact upon early societies. The effect of religious beliefs upon everyday Egyptian life.
- Suggest reasons for changes that came about as a result of 'x'.
- Suggest reasons as to why particular things have stayed the same throughout history.
- Who do the sources tell us were the most significant people from this period?
- What events had the most impact?
- With support, address misconceptions.

Year 4 - Begin to demonstrate the following skills.

- Continue to think of questions beyond 'who, what, where, when, how and why'? E.g. Modal verb questions.
- Use chronology and sources to compare and contrast experiences from multiple periods of history, including their own lives. Pupils can compare and contrast different periods of history that they have studied or are aware of from their own study and make connections between these.
- Use chronology and sources to compare and contrast the experiences of different people within a period of history.
- Use sources to suggest reasons as to why 'x' might have happened.
- Use sources to suggest how life changed for a group of people because of a particular event. E.g. Roman invasion of Britain.
- Looking at elements that did not change in Roman Britain due to 'x'.
- Who do the sources tell us were the most significant people from this period?
- Explore the reasons as to why there are different interpretations of an event, building upon the introduction of bias from Year 3.
- Explore different opinions of a key historical figure, looking from different points of views. E.g. Opinions of Boudicca from a Roman vs an Iceni Point of view.
- With support, address misconceptions.

Year 5 - Consolidate the following skills.

- Continue to think of questions beyond 'who, what, where, when, how and why'? E.g. Modal verb questions.
- Use chronology and sources to compare and contrast experiences from multiple periods of history, including their own lives. Pupils can compare and contrast different periods of history that they have studied or are aware of from their own study and make connections between these.
- Using sources and chronology, explore reasons behind why some cultures continue for longer with relatively less change than others.

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- Use chronology and sources to compare and contrast the experiences of different people within a period of history. E.g Mayan culture vs European culture (*Vikings/Romans/Anglo Saxons etc*)
- Use sources to suggest reasons as to why 'x' might have happened.
- Use sources to suggest how life changed/did not change for a group of people because of a particular event. E.g. Viking Invasion of Britain
- Who do the sources tell us were the most significant people from this period?
- Referring to the source skills for Year 5, explore the reasons as to why there are different interpretations of an event.
- Explore different opinions of a key historical figure, looking from different points of views. E.g. Was Ethelred really un-ready?
- With support, address misconceptions.

Year 6 - In depth historical study (Transport and Ancient Greece) using the following skills.

- Continue to think of questions beyond 'who, what, where, when, how and why'? E.g. Modal verb questions.
- Use sources to compare and contrast the experiences of different people within the city states of Ancient Greece. E.g Style of governance, economy, hierarchy of society, beliefs around education and the connections between the states.
- Who do the sources tell us were the most significant people from this period?
- Explore different opinions of rival city states and their social standing, looking from different points of views.
- Explore common connections that the city states had. E.g. Art.
- With support, address misconceptions.

SKILLSET 4 **Drawing conclusions from history**

When assessing the children's abilities to draw conclusions, assess against whether the children have backed up their conclusions with evidence and explanation.

Use all of the above skills to:

Year 1

- answer the Big Question: “ ”
- draw conclusions about why things changed over time with varying support.

Year 2

- Answer the Big Question: “ ”.
- Draw conclusions from the questions posed above, giving examples from the knowledge that they have learnt e.g. What was the lasting effect of these events on the lives of people living then, and those who came after?; What events had the most impact on xxxx?; In what ways can we empathise with people from the past? What can we learn about the experiences of people who lived in the past?

Year 3

- Answer the Big Question: “ ”.
- Draw conclusions from work on the key skills listed above for Year 3 e.g. Who they think the most important people in the historical period that they are studying or How did changes in history make life easier for people living in the past?

Year 4

- Answer the Big Question: “ ”.
- Draw conclusions from work on the key skills listed above for Year 4 e.g. How lasting was the impact of Roman occupation in Britain?; Roman invasion improved the life of tribal Britons;
- Draw conclusions about the past taking bias / historical inaccuracies into account e.g. decide whose account of a past event is more reliable? Use evidence to bring bias and historical inaccuracies to light (e.g. Roman accounts of "barbarians")

Year 5

- Answer the Big Question: “ ”.
- Draw conclusions from work on the key skills listed above for Year 5 e.g Decide on the importance and significance of different episodes in history; Does Alfred the Great deserve his title?
- Draw conclusions about the past using a range of sources to build a bigger picture.

Year 6

- Answer the Big Question: “ ”.
- Draw conclusions from work on the key skills listed above for Year 6 e.g.

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- Create a hypothesis about the past (an event, era, person or group of people) and use a variety of evidence to support / disprove this hypothesis e.g: The Greeks were the cradle of all civilisation. The invention of the wheel transformed society as we know it. Democracy was the most successful form of government in ancient Greece. Different city states hated each other and had nothing in common. Without the introduction of railways, the industrial revolution could not have had lasted.