

Stubbins Primary School

History Progression of Skills



Stubbins
Primary School

Learning and Growing Together

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Awareness	<ul style="list-style-type: none"> Sequence some events in time order Sequence two related objects in order of time. Recall memories from their own past and put them in order Remember stories and sequence in time order Use words and phrases: old new, then, now, before, after, past, present, yesterday, today, tomorrow, in the past, many years ago, a long time ago, hundred years 	<ul style="list-style-type: none"> Recount changes in own life over time Put three people, events and objects in order using a given scale. Use words and phrases from Year 1 plus: old new, then, now, past, present, in the past, hundred years century, ten years, decade, AD/ CE timeline 	<ul style="list-style-type: none"> Use timelines to place historical periods in order Use timelines to place events in order. Understand that timelines can be divided into BCE/ BC and CE/AD Use the vocabulary from previous years plus: chronology, chronological, sequence, time line time scale, prehistoric, prehistory, century, millennium 	<ul style="list-style-type: none"> Name and place dates of significant events of a period on a timeline. Show a good understanding of BC/BCE and AD/CE Sequence and compare the timescales of different ancient civilisations Use the vocabulary from previous years plus: era, period, duration, ancient civilisations 	<ul style="list-style-type: none"> Independently sequence historical events and changes within and across historical periods. Use the words and phrases from previous years plus vocabulary relating to the era being studied which denote time 	<ul style="list-style-type: none"> Independently use timelines to place events, periods and changes during personal studies of in Britain and the wider world. Make chronological links to other significant changes and events in Britain and the wider world Use the words and phrases from previous years plus vocabulary relating to the era being studied which denote time.
Knowledge and Understanding	<ul style="list-style-type: none"> Recount a few of the main events from a significant time in history Able to retell stories about the past Able to recall a few key actions of people they have studied. Begin to suggest why somethings might have been different in the past. Tell the difference between past and present in their own lives and in the lives of others. Listen to eye-witness accounts from grandparents. 	<ul style="list-style-type: none"> Listen and read eyewitness accounts from older people in the community Describe similarities and differences between past and present Identify differences between ways of life at different times Identify different ways of thinking at different times Show knowledge and understanding about aspects of the past beyond living memory 	<ul style="list-style-type: none"> Find out about the everyday lives of people in the time studied Show an understanding of housing, communities and settlements in the past Identify reasons for and the results of peoples actions Understand why people wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in the time studied Identify the ethnic diversities of communities in Lancashire during the time studied Identify the main events and features of the time studied Look for links and effects in the time studied and relate to modern life Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world Give short term cause and consequence of the main events, situations and changes in the period being studied. Identify changes and links within and across the time periods studied 	<ul style="list-style-type: none"> Choose reliable sources of factual evidence to describe aspects of life, peoples beliefs, attitudes and differences in status Identify how aspects of life changed during a time period and give reasons why, backing it up with evidence and statistics Describe how some changes impacted on both the subsequent periods and on today's society
Organise, Evaluate and Communicate Information	<ul style="list-style-type: none"> Show knowledge and understanding about the past in different ways: role play, drawing, talking, writing 	<ul style="list-style-type: none"> Write simple stories and recounts about the past Draw labelled diagrams Talk about the events of the past and role play Use some subject specific vocabulary appropriately 	<ul style="list-style-type: none"> Present findings about the past through discussion, drama, writing, ICT and drawing skills Use dates and vocabulary relating to the topic appropriately 	<ul style="list-style-type: none"> Present findings about the past in various ways including ICT, writing, maths (data handling) drama and drawing skills They begin to produce structured recounts, explanations, diaries and stories which include dates and topic related vocabulary accurately 	<ul style="list-style-type: none"> Present detailed and structured findings giving reference to the historical skills being taught Subject specific vocabulary is evident in work Terms and dates are accurate 	<ul style="list-style-type: none"> Present information in an organised and clearly structured way and in the most effective /appropriate manner (e.g. written explanation, tables and charts, labelled diagram) Their recording reflects the skill being taught Subject specific vocabulary is evident in all work Terms and dates are accurate

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Historical Interpretations	<ul style="list-style-type: none"> • Understand that there are different ways in which the past is represented • Identify a few different ways the past can be represented • Look at two sources of evidence about the same event or person and compare • Discuss how reliable memories are • Understand that people can have different opinions and believe different things • Understand that beliefs can change over time 		<ul style="list-style-type: none"> • Understand that different versions of the past may exist and give valid reasons for this. • Identify the difference between fact and opinion • Ask questions of the source of the evidence 			<ul style="list-style-type: none"> • Discern how and why contrasting arguments and interpretations of the past have been constructed • Give reasons why there may be different accounts of history • Know that people can represent events or ideas in ways that persuade others – bias and propaganda • Question the reliability of sources and give reasons why something is or is not reliable • Realise that there is often not a single answer to historical questions and give reasons why this is so 	
Historical Enquiry	<ul style="list-style-type: none"> • Ask and answer questions about the past • Sort artefacts – then and now • Understand some ways we find out about the past, (e.g. objects, eyewitness accounts, pictures) • Read historical documents and diaries to find out about the past • Look at pictures and study objects from the past • Choose and use parts of stories and other sources to show understanding of the past 		<ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources, including artefacts, photos of artefacts, art and pictorial evidence, historical writing, paintings, documents, diaries and eye witness statements • Regularly address and sometimes devise historically valid questions • Construct informed responses by selecting and organising relevant historical information 			<ul style="list-style-type: none"> • Understand the difference between primary and secondary sources • Pursue historically valid enquiries – including some they have framed themselves • Understand how different types of sources are used to make historical claims • Select the most appropriate primary and secondary sources for a particular task • Create relevant, structured and evidentially supported accounts • Form own opinions about historical events based upon evidence from a range of sources. 	

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Subject Specific Vocabulary for Each Year Group

<p>history London event modern change /changes memory remember remembrance anniversary first / last birth / birthday born young / younger child / children teenager parent / grandparent senior citizen old / older life death died Britain British monarch / monarchy kingdom king /queen royal throne crowned reign castle palace</p>	<p>history / historical time line significant famous special modern event change / changes Britain British local national artefact object museum compare similar / different when / why? role ancient change changes</p>	<p>impact invasion migration culture beliefs religious settlements</p> <p>archaeology archaeologist explorer artefact sources evidence investigate events society significant significance cause consequence similarity difference Britain British Empires emperor conquer Romans centurion stone age Neolithic Palaeolithic Mesolithic hunter-gatherer bronze age</p> <p>ancient earliest prehistoric prehistory iron age</p>	<p>significant significance cause causation consequence similarity difference interpretation events diversity emperor Egypt Egyptian Sumer Sumerian Shang Indus AD, BC CE, BCE era ancient earliest prehistoric prehistory archaeology archaeologist explorer artefact sources evidence analyse hypothesis</p>	<p>Celts Anglo-Saxons dark ages Christianity monarch monarchy aristocracy peasant Monastery monk Normans conquest medieval middle ages achievements Islam Islamic Greeks Grecian parliament democracy government archaeology archaeologist artefact primary source / evidence secondary source /evidence government archaeology archaeologist artefact primary source / evidence secondary source /evidence analyse hypothesis infer / inference change continuity diversity society causation consequence similarity difference trends interpretation hypothesis</p>	<p>Britain / British national international Empires conquer civilisation Vikings parliament democracy government archaeology archaeologist artefact primary source / evidence secondary source /evidence significant / significance cause / causation consequence similarity difference trends interpretation hypothesis infer / inference change continuity diversity society slaves / slave trade</p>
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