

Birkwood Primary School History Skills Progression 2021/22

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Sequence events or objects in chronological order.	Sequence artefacts closer together in time sequence events. Sequence photos etc from different periods of their life. Describe memories of key events in lives.	Place the time studied on a time line sequence events or artefacts. Use dates related to passing of time.	Place events from period studied on a time line use terms related to the period and begin to date events. Understand more complex terms e.g. BCE/AD.	Place current study on time line in relation to other studies. To know and sequence key events of time studied. To use relevant terms and periods labels. To relate current studies to previous studies and make comparisons between different times in history	Place current study on time line in relation to other studies. To use relevant dates and terms. To sequence up to ten events on a time line.
Range and depth of historical knowledge	To begin to describe similarities and differences in artefacts. To use a range of sources to find out characteristic features of the past. Drama/role play – to understand why people did things in the past.	To find out about people and events in other times. To confidently describe similarities and differences between collections of artefacts. Drama/role play – to develop empathy and understanding (hot seating, speaking and listening)	To find out about everyday lives of people in time studied. To compare with our life today identify reasons for and results of people's actions. To understand why people may have had to do something. To study change through the lives of significant	To use evidence to reconstruct life in time studied. To identify key features and events look for links and effects in time studied. To offer a reasonable explanation for some events. To develop a broad understanding of ancient civilizations.	To study different aspects of life of different people – differences between men and women. To examine causes and results of great events and the impact on people. To compare life in early and late times studied. To compare an aspect of	To find about beliefs, behaviour and characteristics of people, To recognise that not everyone shares the same views and feelings. To compare beliefs and behaviour with another period studied. To write another explanation of a past event in terms

			<p>individuals (e.g. Queen Elizabeth I and Queen Elizabeth II).</p>		<p>life with the same aspect in another period.</p> <p>To study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>	<p>of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied.</p> <p>To compare and contrast ancient civilizations.</p>
Interpretations of History	<p>To begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites).</p>	<p>To able to identify different ways to represent the past.</p> <p>To compare pictures or photographs of people or events in the past.</p>	<p>To identify and give reasons for different ways in which the past is represented.</p> <p>To distinguish between different sources and evaluate their usefulness.</p> <p>To look at representations of the period – E.g museum, cartoons, etc.</p>	<p>To look at the evidence available begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p>	<p>To compare accounts of events from different sources e.g. fact or fiction.</p> <p>To offer some reasons for different versions of events.</p>	<p>To link sources and work out how conclusions were arrived at.</p> <p>To consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>To be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the library etc. for research.</p>
Historical Enquiry	<p>To sort artefacts “then” and “now” use as wide a range of sources as possible.</p> <p>Develop speaking and listening skills</p>	<p>To use a source – why, what, who, how, where to ask questions and find answers.</p> <p>To sequence a collection of Artefacts.</p>	<p>To use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>To select and record</p>	<p>To use evidence to build up a picture of a past event by choosing relevant material.</p> <p>To present a picture of</p>	<p>To begin to identify primary and secondary sources</p> <p>To use evidence to build up</p>	<p>To recognise primary and secondary sources.</p> <p>To use a range of sources to find out about an aspect of time past.</p>

	<p>(links to Literacy).</p> <p>To ask and answer questions related to different sources and objects.</p>	<p>Use of time lines discuss the effectiveness of sources.</p>	<p>information relevant to the study.</p> <p>To begin to use the library, e-learning for research.</p> <p>To ask and answer questions.</p>	<p>one aspect of life in time past.</p> <p>To ask a variety of questions.</p> <p>To use the library, e-learning for research.</p>	<p>a picture of life in time studied.</p> <p>To select relevant sections of information.</p> <p>To confidently use a library, e-learning, research.</p>	<p>To suggest omissions and the means of finding out.</p> <p>To collate knowledge from several sources together in a fluent account.</p>
<p>Organisation and Communication</p>	<p>Time lines (2D with pictures)</p> <p>Drawing</p> <p>Drama/role play</p> <p>Writing (reports, labelling, simple recount)</p> <p>Begin to use ICT to communicate and understand facts.</p>	<p>Timelines (3D with objects/ sequential pictures)</p> <p>Class display/ museum annotated photographs.</p> <p>Can communicate and develop facts using ICT.</p>	<p>To communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations and drama.</p>	<p>To select data and organise it into a data file to answer historical questions.</p> <p>To know the period in which the study is set.</p> <p>To display findings in a variety of ways work independently and in groups.</p>	<p>To fit events into a display sorted by theme time.</p> <p>To use appropriate terms, matching dates to people and events.</p> <p>To record and communicate knowledge in different forms- work independently and in groups showing initiative.</p>	<p>To select aspect of study to make a display.</p> <p>To use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>To plan and carry out individual investigations.</p>