**Harting Church of England Primary School**

**History Progression of Skills**

Please use this as a reference point when planning and teaching units of work. It is essential that children have been taught the full range of skills by the end of each of their academic year groups. Children will be assessed against this document to show which skills they have met the age related expectation for, which they have exceeded and which they are working towards.

Digital art such as graphic drawing programs and photography may be used throughout.

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Chronology** | Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time such as: **a long time ago, recently, when my …. were younger, years, decades, centuries.** Show where places, people and events fit into a broad chronological framework and begin to use dates. **Can you put three objects in chronological order (recent history). Can you say what years they happened?** | Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a time-line  | Use greater depth and range of knowledge – putting key events on a timeline and relate to what has happened in the past, cross –referencing across countries and continents – **Events in Europe before world one leading up to the start of the war – why was timing of these events so important?** **Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?** |
| **Historical Enquiry**  | Ask and begin to answer questions about events e.g. **The Gunpowder Plot** - When? What happened? What was it like…? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites – **Castles** | Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance – **Why did the Romans invade Britain? How did Britain change as a result of their rule? Has Britain been invaded before?**Suggest where we might find answers to questions considering a range of sources – **What does this drawing show us about how people dressed? What does this story tell us about what life was like for a Pharoh?**Start to understand that knowledge about the past is constructed from a variety of sources – eg: **Artefacts – Roman and Egyptian** | Devise, ask and answer more complex questions about the past, considering key concepts in history – **causes of conflicts? Why were the Mayans so different to us? Can I summarise how Britain has had an effect on world history?**Select sources independently and give reasons for choices – **understand the WW1 has many primary sources of information but with the Mayan’s many sources are secondary sources.****Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.**Analyse a range of source material to promote evidence about the past – **what do letters from the front line tell us? Is it a better source of information that a news report?** Construct and organise response by selecting and organising relevant historical data – **why are the numbers of soldiers who lost their lives significant? Would this happen today?** |
| **Historical terminology** |  | Develop use of appropriate subject terminology, such as: empire, civilisation, monarch s – **Romans, Egyptians** | Record knowledge and understanding in a variety of ways, using dates and key terms appropriately .**eg: Present findings using technical language in a chronological report**. |
| **Interpreting History** | Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays – **What do castles tell us about the past? Can I recognise the we celebrate certain events, such as bonfire night, because of what happened many years ago?** | Start to be aware that different versions of the past may exist and begin to suggest reasons for this – **A Roman soldiers view of the invasion opposed to a Saxon’s view** | Understand that the past is represented and interpreted in different ways and give reasons for this – **why would German’s have a different view of the war to Britain’s?**  |
| **Continuity and Change** | Discuss change and continuity in an aspect of life, **e.g. Toys how they have changed and what has remained the same.**

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 | Describe and begin to make links between main events, situations and changes within and across different periods and societies – **Roman civilisation far ahead of its time compared to Britain** | Describe and begin to make links between main events, situations and changes within and across different periods and societies**Identify how did life change in villages in Saxon and Viking times? Identify how it stayed the same. Why is this?** |
| **Causes and consequences** | Start to recognise why people did things – **Guy Fawkes and Grace Darling**Recognise why some events happened – **Gunpowder plot** Recognise what happened as a result of people’s actions or events - **Gunpowder plot** | Identify and give reasons for historical events, situations and changes – **Why were the Roman’s empire building? Why did the Egyptian build pyramids?** Identify some of the results of historical events, situations and changes – **What do we owe to the Roman’s today?** | Begin to offer explanations about why people in the past acted as they did. **Why did the Vikings invade? What evidence is there. How can we prove it?** |
| **Similarities and Differences** | Identify similarities and differences between ways of life in different periods, including their own lives – **eg toys they have and toys in the past – life in a castle** | For instance: Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual – **Saxon and Roman life** | Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual – **Was life in the time of the Mayans the same as life for Britons in their settlements? How did they belief system vary?** |
| **Significance** | Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why – **Guy Fawkes Grace Darling** | Identify and begin to describe historically significant people and events in situations – **Howard Carter’s dig to find the tomb** Investigate powerful rulers – **Tutankamun** | Give reasons why some events, people or developments are seen as more significant than others. **There were many battles in world war 1 – why were some more significant than others? Inventors – why did some have such an impact?** |

Use statements in **bold** for assessment.