Hintlesham and Chattisham Primary School

History Progression of skills:

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|  | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Big Idea:  *Chronology* | Develop and understand concepts of past and present through direct personal experience and that of peers.  Relate personal experience to historical events, figures and times.  Use appropriate time related vocabulary | Sequence events or objects in chronological order.  Start to use vocabulary such as when I was younger, a very long time ago, before I was born  when my parents/  grandparents were young | Sequence artefacts closer together in time.  Sequence events and photos. | Place the time studied on a timeline.  Sequence events and artefacts.  Use dates related to the passing of time. | Place events from period studied on a timeline.  Use terms related to the period and begin to date events.  Understand more complex terms e.g. BC/AD and how  that can be represented on a timeline.  Understand how some historical events/figures/  time periods existed concurrently in different locations e.g. Ancient Egyptians and Pre-historic Britain | Place current study on timeline in relation to other studies.  Know and sequence key events of time studied within standard frames of reference e.g. BC/AD, BCE/CE  Use relevant terms and period names to relate current studies to previous studies.  Make comparisons between different times in history. | Place current study on timeline in relation to other studies.  Use relevant dates and terms.  Identify changes within and across time periods (e.g. social attitudes, religions etc).  Sequence up to ten significant events on a timeline. |
| Big Idea:  *Historical Enquiry* | Use pictures, artefacts and other sources to understand how the past is different to the now. | Sort artefacts “then” and “now” Use as wide a range of sources as possible.  Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects | Use a source – why, what, who, how, where to ask questions and find answers.  Sequence a collection of artefacts.  Use of timelines discuss the effectiveness of sources. | Use a wide range of sources to find out about a period observe small details – artefacts, pictures.  Select and record information relevant to the study.  Begin to use the library, e learning for research ask and answer questions. | Use a wide range of evidence to build up a picture of a past event.  Choose relevant material to present a picture of one aspect of life in the past.  Ask a variety of questions use the library, e learning for research. | Begin to identify primary and secondary sources.  Use evidence to build up a picture of life in time studied.  Select relevant sections of information confident use of library, e-learning, 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 what this means.  Bring knowledge gathering from several sources together in a fluent account. |
| Big Idea:  *Connections and Contrasts* | Listen and respond to different views of a given time/event depending e.g. birthday, going to school | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) | Compare pictures or photographs of people or events in the past.  Identify different ways to represent the past | Identify and give reasons for different ways in which the past is represented.  Distinguish between different sources and evaluate their usefulness.  Look at representations of the period – museum, illustrated books from the time | Look at the evidence available Start to distinguish between primary and secondary sources of information.  Begin to evaluate the usefulness of different sources Use of textbooks and historical knowledge | Compare accounts of events from different sources. fact or fiction  Start to develop an understanding of bias within a source.  Offer some reasons for different versions of events Begin to evaluate evidence to choose the most reliable forms and understand that people have points of voew that can affect interpretation. | Link sources and work out how conclusions were arrived at.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Give reasons why there may be different accounts of history.  Be aware that different evidence will lead to different conclusions.  Confident use of the library etc. for research |