

## St Mary's CE Primary School – Steps in Learning

### Progression of Skills in History

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<b>Chronology</b>	<p>Sequence photographs from different parts of their life.</p> <p>Match objects to people of different ages.</p> <p>Sequence events or objects in chronological order.</p>		<p>Sequence artefacts closer together in time.</p> <p>Sequence events.</p> <p>Sequence photos etc. from different periods of their life.</p> <p>Describe memories of key events in their lives.</p> <p>Place the time studied on a timeline.</p> <p>Use dates related to the passing of time.</p>		<p>Place events from a period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD</p>	<p>Place current study on a time line in relation to other studies.</p> <p>Know and sequence key events of the time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p> <p>Sequence up to ten events on a time line.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<b>Range and Depth of Historical Knowledge</b>	<p>Know about similarities and differences between themselves and others.</p> <p>Talk about events of the past and present in their own lives.</p> <p>Begin to describe similarities and differences in artefacts.</p> <p>Drama – why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p>		<p>Find out about people and events in other times.</p> <p>Collections of artefacts – confidently describe similarities and differences.</p> <p>Drama – develop empathy and understanding (hot seating, speaking and listening)</p> <p>Find out about everyday lives of people in the time studied.</p> <p>Compare the time studied with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have had to do something.</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p>		<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p>		<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, and Egypt).</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of the time studied.</p> <p>Compare and contrast ancient civilisations.</p>

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<b>Interpretations of History</b>	<p>Recognise the difference between past and present in their own lives and those of others.</p> <p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).</p>		<p>Compare pictures or photographs of people or events in the past.</p> <p>Be able to identify different ways to represent the past.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period – museum, cartoons, etc.</p>		<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p>	<p>Compare accounts of events from different sources.</p> <p>Fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the library etc. for research.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<b>Historical Enquiry</b>	<p>Talk about some of the things they have observed.</p> <p>Answer how and why questions.</p> <p>Develop their own explanations.</p> <p>Sort artefacts into "then" and "now" categories.</p> <p>Use as wide a range of sources as possible.</p> <p>Speaking and listening (links to literacy).</p> <p>Be able to ask and answer questions relating to different sources and objects.</p>		<p>Use a source – why, what, who, how, where.</p> <p>To ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Use of time lines.</p> <p>Discuss the effectiveness of sources.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research.</p>		<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research.</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>	

Skill	Class 1 A	Class 1 B	Class 2 A	Class 2 B	Class 3	Class 4 A	Class 4 B
<b>Organisation and Communication</b>	<p>Talk about things they have observed and question why things happen.</p> <p>Use time lines (3D with objects/ sequential pictures).</p> <p>Drawing.</p> <p>Drama/role play.</p> <p>Writing (reports, labelling, simple recount).</p> <p>ICT.</p>		<p>Class display/ museum.</p> <p>Annotated photographs.</p> <p>ICT.</p> <p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, and mode.</p>		<p>Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>	<p>Fit events into a display sorted by theme time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms- work independently and in groups showing initiative.</p> <p>Select an aspect of study to make a display.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations.</p>	