

PINCHMILL PRIMARY HISTORY SKILLS PROGRESSION

Learning Objectives	Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>To investigate and interpret the past</p> <p>(Evidence and artefacts used)</p>	<p>1.1 Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>1.2 Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>1.3 Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>1.4 Identify some of the different ways the past has been represented.</p>	<p>2.1 Use evidence to ask questions and find answers to questions about the past.</p> <p>2.2 Suggest suitable sources of evidence for historical enquiries.</p> <p>2.3 Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>2.4 Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>2.5 Suggest causes and consequences of some of the main events and changes in history.</p>	<p>3.1 Use sources of evidence to deduce information about the past.</p> <p>3.2 Select suitable sources of evidence, giving reasons for choices.</p> <p>3.3 Use sources of information to form testable hypotheses about the past.</p> <p>3.4 Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>3.5 Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>3.6 Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>3.7 Refine lines of enquiry as appropriate.</p>
<p>To build an overview of world history</p> <p>(Location, beliefs, settlements, culture and pastimes, food and farming, travel</p>	<p>1.5 Describe historical events.</p> <p>1.6 Describe significant people from the past.</p> <p>1.7 Recognise that there are reasons why people in the past acted as they did.</p>	<p>2.6 Describe changes that have happened in the locality of the school throughout history.</p> <p>2.7 Give a broad overview of life in Britain from ancient until medieval times.</p>	<p>3.8 Identify continuity and change in the history of the locality of the school.</p> <p>3.9 Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p>

and exploration, society, and conflict)		<p>2.8 Compare some of the times studied with those of other areas of interest around the world.</p> <p>2.9 Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>2.10 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>3.10 Compare some of the times studied with those of the other areas of interest around the world.</p> <p>3.11 Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>3.12 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>To understand chronology</p> <p>(Main events – dates and time)</p>	<p>1.8 Place events and artefacts in order on a timeline.</p> <p>1.9 Label timelines with words or phrases such as: past, present, older and newer.</p> <p>1.10 Recount changes that have occurred in their own lives.</p> <p>1.11 Use dates where appropriate.</p>	<p>2.11 Place events, artefacts and historical figures on a timeline using dates.</p> <p>2.12 Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>2.13 Use dates and terms to describe events.</p>	<p>3.13 Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>3.14 Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>3.15 Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>3.16 Use dates and terms accurately in describing events.</p>
<p>To communicate historically</p> <p>(vocabulary)</p>	<p>1.12 Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>1.13 Show an understanding of the concept of nation and a nation’s history.</p>	<p>2.14 Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> - dates - time period - era - change - chronology. 	<p>3.17 Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> - dates - time period - era - chronology - continuity - change

	<p>1.14 Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>2.15 Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<ul style="list-style-type: none">- century- decade- legacy. <p>3.18 Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>3.19 Use original ways to present information and ideas.</p>
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