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| *Inspiring All to Excellence* |  |  |  |
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Anker Valley Primary Academy

# History Skills and Knowledge Progession

### **Document Control**

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| **Policy Title** | Hisoty Skills and Knowledge Progression |
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| **Policy Owner** | Anker Valley Primary Academy |
| **Policy Approver** | Fierte Multi Academy Trust |

### **Version Control**

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| **Version** | **Date** | **Amended by** | **Comments** |
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| **Section** | **Changes Made** |
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**History Progression of Skills & Knowledge**

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|  | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **CHRONOLOGICAL UNDERSTANDING** | Sequence events in their life - Aut,  Match objects to people of different ages - Aut, Spr  Sequence pictures from distinctly different periods of time - Aut, Spr, Sum  Begin to use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time - Aut, Spr, Sum | Sequence artefacts and events that are close together in time. Sum  Order dates from earliest to latest on simple timelines. Aut, Spr, Sum  Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. Aut, Sum | Sequence key events from the period studied.  Aut, Spr, Sum  Understand the terms: BC/AD, century, decade and ancient. Aut, Spr, Sum | Sequence several events, artefacts or historical figures on a timeline using dates. Aut,Spr,Sum  Understand where each unit is placed within other periods studied. Aut, Spr,Sum | Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Aut, Spr  Understand and describe in some detail the main changes to an aspect in a period in history. Sum | Confidently sequence events from a period of history on a timeline in relation to world history. Spr/Sum  Accurately use dates and terms to describe historical events. Spr/Sum  Understand how some historical events/periods occurred concurrently in different location. Spr/Sum |
| **RANGE AND DEPTH OF HISTORICAL KNOWLEDGE** | Recognise some similarities and differences between past and present in their own and others lives - Aut  Identify similarities and differences between ways of life in different periods - Spr, Sum  Describe significant individuals from the past - Spr | Recognise why people did things, why events happened and what happened as a result. -Spr, Sum  Identify differences between ways of life at different times Spr,  Know and recount episodes from stories and significant events in history. Spr, Sum | Find out about the everyday lives of people in the past compared with our life today. Aut, Spr, Sum  Identify key features, aspects and events of the time studied. Aut, Spr, Sum | Note key changes over time and give reasons for these change. Spr, Sum    Use a range of artefacts, including archaeological evidence to identify information about a period in history. Aut, Spr, Sum    Explain how people and events in the past have influenced life today. Aut, Spr, Sum  Describe connections and contrasts between aspects of history, people, events and artefacts studied. Spr, Sum | Identify similarities and differences between different periods of history. Aut, Spr,Sum  Summarise key historical events from the periods studied. Aut, Spr,Sum  Identify and note connections, contrasts and trends over time in the everyday lives of people. Aut | Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Aut  Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. Aut  Examine causes and results of great events and the impact these had on people. Spr/Sum |
| **INTERPRETATIONS OF HISTORY** | Start to use stories or accounts to distinguish between fact and fiction Spr  Observe and use pictures, photographs and artefacts to find out about the past -Aut, Spr, Sum  Compare pictures or photographs of people or events in the past -Aut, Spr, Sum | Start to compare two versions of a past event Spr, Sum  Explain that there are different types of evidence and sources that can be used to help represent the past Aut, Spr, Sum | Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. Aut, Spr, Sum  Understand how artefacts from the past help us to understand how they lived. Aut, Spr, Sum | Explain the lasting impact of significant historical periods. Aut, Sum    Begin to evaluate the usefulness of different sources. Sum | Make assumptions about evidence gathered and give reasons to support an argument. Aut  Compare accounts of events from different sources. Aut, Sum | Understand how events from the past have helped to shape our country today. Aut  Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. Aut  Show an awareness of the concept of propaganda. Spr/Sum |
| **HISTORICAL ENQUIRY** | Observe or handle evidence to ask simple questions about the past. Aut, Sum  Find answers to simple questions about the past from sources of information e.g. artefacts. Aut, Spr, Sum | Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Aut, Spr, Sum Choose and select evidence and say how it can be used to find out about the past. Aut, Spr, Sum | Use a range of sources to find out about the past.  regularly address and sometimes devise own questions to find answers about the past. Aut, Spr, Sum  Start to present ideas based on their own research about a studied period. Aut, Spr, Sum | Make a hypothesis and create a historical argument to convince others. Sum  Gather more detail from sources such as maps to build up a clearer picture of the past. Aut, Sum  Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms. Spr, Sum  Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides. Aut, Spr, Sum | Recognise when they are using primary and secondary sources of information to investigate the past. Sum  Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. Aut, Sum  Investigate their own lines of enquiry by posing historically valid questions to answer. Sum | Select relevant sections of information to address historically valid questions and construct detailed, informed responses. Spr/Sum  Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Aut  Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Spr/Sum |