

New 2014 History - Progression of age appropriate pupil skills

Planning & Monitoring tool

Skill	Year 1 (L1)	Year 2 (L2)	Years 3&4 (L3)	Years 5&6 (L4)	Level 5
1.Chronology	Show their emerging knowledge and understanding of the past by: <ul style="list-style-type: none"> recognising the distinction between past & present identifying <i>some</i> similarities & differences between their present and aspects of the past place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days & months</i>) 	Show their developing knowledge and understanding of the past by: <ul style="list-style-type: none"> Recognising the distinction between present & past in their own and other people's lives Identify <i>some</i> similarities & differences between ways of life in different periods Know where <i>some</i> people & events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>) 	Show their increasing knowledge and understanding of the past by: <ul style="list-style-type: none"> Using specialist dates and terms and by placing topics studied into different periods (<i>century, decade, BC, AD...</i>) Making <i>some</i> links between & across periods 	Show their chronologically secure knowledge by: <ul style="list-style-type: none"> Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, peasantry...</i>) Identifying where periods studied fit into a chronological framework by noting connections, trends & contrasts over time Know & understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day 	Develop their understanding of an accurate chronological framework through: <ul style="list-style-type: none"> In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>) Analyse connections, trends and contrasts over time
2.Events, people and changes (Knowledge & Understanding)	To tell the difference between past and present in their own and other people's lives by: <ul style="list-style-type: none"> Using <i>parts</i> of stories, and features of events 	Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied by: <ul style="list-style-type: none"> Use parts of stories & other sources to show that they know & understand key features of events 	Be able to describe some of the main events, people and periods they have studied by: <ul style="list-style-type: none"> Understanding <i>some</i> of the ways in which people's lives have shaped this nation Describing how Britain has influenced & been influenced by the wider world 	Show their knowledge and understanding of local, national and international history by: <ul style="list-style-type: none"> Understanding significant aspects of history – nature of ancient civilisations; expansion & dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious & social history Establishing a narrative showing connections and trends within & across periods of study 	Show their knowledge and understanding of local, national and international history by: <ul style="list-style-type: none"> Accurately describing events, people and features of past societies and periods in the context of their chronological framework Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes Presenting a clear narrative within & across periods that notes connections, contrasts and trends over time

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3.Interpretation	Identify some of the <i>basic</i> ways the past can be represented.	To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).	Identify some of the different ways in which the past can be represented, & that different versions of the past <i>may</i> exist (<i>artist's pictures, museum displays, written sources</i>).	Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some reasons for this.	Suggest reasons for different interpretations of the past. Begin to recognise why some events, people and changes might be judged as more historically significant than others.
4.Enquiry	Use sources to answer <i>simple</i> questions about the past.	Ask & answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.	Understand <i>some</i> of the methods of historical enquiry, and how evidence is used, using sources to make detailed observations, finding answers to questions about the past. Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity & difference, and significance.	Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how & why contrasting arguments & interpretations of the past have been constructed. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.	Investigate historical problems and issues using a range of sources and begin to ask their own historically valid questions. Begin to evaluate sources to make historical claims, & discern how & why contrasting arguments & interpretations of the past have been constructed, and establish evidence for particular enquiries.
5.Communication	To show what they know understand in different ways (<i>speaking, role-play and drawing</i>). Understand simple historical concepts such as now/then & same/different.	To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts & use them to make simple connections & draw contrasts.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology.	Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.	Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

Notes & Guidance.

- Coverage of the five skills was intended to be over a Key Stage, not each lesson! Therefore, it is useful to plan to teach and assess only two or three skills at the appropriate level per topic. This allows for much greater skill enhancement and concept development.
- Please note that some skills have many statements within them, and this might necessitate each part being taught and assessed separately *e.g. skill 2 level 4 might be the only skill taught and assessed during a topic on The Ancient Egyptians, as there are several subsections to cover.*