**Charing CEP School**

**Living and learning with faith, friendship and fun**

Charing School is an inclusive family, proud of our faith in God and our friendship with our community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team.



Progression of Skills Document

**Progression of Skills in History**

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|  | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronology** | Begins to differentiate between the past and the present.Talk about past and present in their own lives and the lives of family members.Orders and sequences familiar events Understand how a day is structured e.g. morning, afternoon, evening, night time etc. | Sequence events or objects in chronological order | Sequence artefacts closer together in timeSequence events, photos etc from different periods of their lifeDescribe memories of key events in lives | Place the time studied on a time lineSequence events or artefacts Use dates related to the passing of time | Place events from period studied on a time line Use terms related to the period and begin to date eventsUnderstand more complex terms e.g. BCE/AD | Place current study on time line in relation to other studiesKnow and sequence key events of time studied Use relevant terms and periods labelsRelate current studies to previous studies Make comparisons between different times in history | Place current study on time line in relation to other studiesUse relevant dates and termsSequence up to ten events on a time line |
| **Range of Depth of Historical Knowledge** |  | Begin to describe similarities and differences in artefacts Drama – why people did things in the past? Use a range of sources to find out characteristic features of the past | Find out about people and events in other timesCollections of artefacts – confidently describe similarities and differencesDrama – develop empathy and understanding (hot seating, sp. and listening) | Find out about everyday lives of people in time studied compare with our life today Identify reasons for and results of people’s actionsUnderstand why people may have had to do something Study change through the lives of significant individuals | Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some eventsDevelop a broad understanding of ancient civilisations | Study different aspects of life of different people – differences between men and womenExamine causes and results of great events and the impact on peopleCompare life in early and late times studiedCompare an aspect of life with the same aspect in another periodStudy an ancient civilization in detail | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelingsCompare beliefs and behaviour with another period studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studiedCompare and contrast ancient civilisations |
| **Historical Interpretations** | Learn about photos, stories (both written and verbal) and other sources e.g. postcards/letters etc. | Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) | 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, cartoons etc | Look at the evidence available Begin to evaluate the usefulness of different sourcesLearn how to use text books to again historical knowledge | Compare accounts of events from different sources. Fact or fiction: offer some reasons for different versions of events | Link sources and work out how conclusions were arrived atConsider ways of checking the accuracy of interpretations – fact or fiction and opinionBe aware that different evidence will lead to different conclusionsConfident use of the library etc. for research |
| **Historical Enquiry** | Use language of ‘today’, ‘yesterday’ and ‘tomorrow’Speaking and listening – children can ask questions about a person, place or thing | 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 time lines discuss the effectiveness of sources | use a 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 evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time 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 the past. Suggest omissions and the means of finding outBring knowledge gathering from several sources together in a fluent account |
| **Organisation and Communication** | Use a visual timetable to understand what we are doing todayUse drawing and role play to represent ideas | Time lines (3D with objects/ sequential pictures) Drawing to represent ideasDrama/role play Writing (reports, labelling, simple recount) ICT | Class display/ museum Annotated photographs ICT | Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama | Select data and organise it into a data file to answer historical questions Know the period in which the study is set Display findings in a variety of waysWork independently and in groups | Fit events into a display sorted by theme timeUse appropriate terms, matching dates to people and eventsRecord and communicate knowledge in different formsWork independently and in groups showing initiative | Select aspect of study to make a displayUse a variety of ways to communicate knowledge and understanding including extended writingPlan and carry out individual investigations |

**Period of history studied through topic lesson 2020/2021**

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| **Class** | **Period of history** |
| **Rabbits (Year R)** | **Personal History** |
| **Squirrels (Year 1 and 2)** | **Changes within living memory** |
| **Foxes (Year 3)** | **Romans, Tudors** |
| **Badgers (Year 4 and 5)** | **Victorians** |
| **Owls (Year 6)** | **World War 1 and World War 2** |