

Todwick Primary School

Progression of Knowledge and Skills Document

History							
Subject Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - <i>how reliable are their memories?</i> Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify similarities and differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Use a source - observe or handle sources to answer questions about the past on the basis of simple observations 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at representations of the period - museum, cartoons etc Use a range of sources to find out about a period Observe small details - artefacts, pictures <ul style="list-style-type: none"> Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and significant events of time studied Look for links and effects in time studied Use the library and internet for research Ask a variety of questions Choose relevant material to present a picture of one aspect of life in time past Use evidence to build up a picture of a past event 	<ul style="list-style-type: none"> Examine causes and results of significant events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period Compare accounts of events from different sources - fact or fiction Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Bring knowledge gathered from several sources together to form contrasting arguments Suggest omissions and the means of finding out Use a range of sources to find out about an aspect of time past Recognise primary and secondary sources Confidently use the library and internet for research Be aware that different evidence will lead to different conclusions Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Link sources and work out how conclusions were arrived at Compare beliefs and behaviour with

							<p>another time studied</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
<p><i>Build an overview of world history</i></p>	<ul style="list-style-type: none"> They know and recount episodes from stories about the past 	<p>Events beyond living memory</p> <ul style="list-style-type: none"> Great Fire of London Local History linked to Todwick's History Medieval Britain (castles) <p>Significant individuals</p> <ul style="list-style-type: none"> Christopher Columbus <p>Changes in living memory</p> <ul style="list-style-type: none"> Seaside holiday 	<p>Significant individuals</p> <ul style="list-style-type: none"> Florence Nightingale and Mary Seacole Mary Anning The Wright Brothers <p>Changes in living memory</p> <ul style="list-style-type: none"> Changes in Transport 	<ul style="list-style-type: none"> Local History of Sheffield Steel and industrial towns in Victorian Times Ancient Egypt 	<ul style="list-style-type: none"> Stone Age Romans 	<ul style="list-style-type: none"> The Kingdom of Benin Explorers-Shackleton 	<ul style="list-style-type: none"> Ancient Greeks Vikings and Anglo-Saxon
<p><i>Understanding chronology</i></p>	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Compare two photographs/objects from different times. 	<ul style="list-style-type: none"> Sequence events/ photographs/artefacts from their lifetime Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs/ artefacts from different periods of their lifetime Describe memories of key events in lives Sequence life events of a significant historical figure. 	<ul style="list-style-type: none"> Place the time studied on a timeline of previously taught periods of history. Sequence key events for a time period using dates. Plot events on a pre-prepared timeline. Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Understand more complex terms eg BCE/ CE 	<ul style="list-style-type: none"> Know and sequence time periods previously studied Place events from period studied on a pre-prepared timeline Use terms related to the period and begin to date events Understand more complex terms eg BCE/ CE and begin to work out time intervals. 	<ul style="list-style-type: none"> Know and sequence time periods studied on a blank timeline Sequence up to 10 events from a period on a timeline Ask questions and interpret information from a timeline. Use relevant terms and period labels 	<ul style="list-style-type: none"> Know and sequence time periods studied on a timeline showing periods of overlapping. Place current study on a blank time line in relation to other studies. Sequence up to 10 events for a period studied on a blank timeline with accurate spacing. Use relevant dates and terms

						<ul style="list-style-type: none"> • Make comparisons between different times in the past 	<ul style="list-style-type: none"> • Make comparisons between different times in the past that interlink. E.g. compare lengths of rule etc.
<i>Communicating historically</i>		<p>Communicate their knowledge through:</p> <p>Discussion...</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Communicate their knowledge through:</p> <p>Discussion...</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Communicate their knowledge through:</p> <p>Discussion...</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>