

Federation of Follifoot & Spofforth Schools Progression of Knowledge & Skills In History

Skill Aspects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Know sequence of some events in their life Sequence photographs etc from different periods of their life Describe memories of key events in their lives Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people at different ages Sequence artefacts closer together in time Begin to place objects/artefact/photograph on a timeline 		<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from the period studied on timeline Use terms related to the period and begin to date events Understand more complex terms e.g. AD/BC 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline
Skills Taught in.....	Toys		Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Anglo Saxons and Scots and the Anglo Saxon and Viking struggle. WWII in our locality The Maya	Anglo Saxons and Scots and the Anglo Saxon and Viking struggle. WWII in our locality The Maya
Range and depth of historical knowledge	<ul style="list-style-type: none"> Know the difference between past and present in their and others lives Know and recount episodes from stories about the past Know why people did things, why events happened and what happened as a result Know similarities and differences between the events and people they study and the present day. 		<ul style="list-style-type: none"> Find out about when and where the people in the time studied lived 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 key features and events in times studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Compare an aspect of life with the same aspect in another period 	<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 Compare beliefs and feelings with another time studied Write 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 studied
Skills Taught in.....	Toys The Great Fire of London William Caxton and Tim Berners - Lee		Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Anglo Saxons and Scots and the Anglo Saxon and Viking struggle. WWII in our locality The Maya	Anglo Saxons and Scots and the Anglo Saxon and Viking struggle. WWII in our locality The Maya
Interpretations of history	<ul style="list-style-type: none"> Know how to distinguish between fact and fiction Compare adults talking about the past- how reliable are their memories? Know how to compare 2 versions of a past event Know how to compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories 		<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 representation of the same period- museum, cartoons, etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Skills Taught in.....	Toys The Great Fire of London William Caxton and Tim Berners – Lee Spofforth castle and the Percy family		Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Anglo Saxons and Scots and the Anglo Saxon and Viking struggle. WWII in our locality	Anglo Saxons and Scots and the Anglo Saxon and Viking struggle. WWII in our locality The Maya

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Skill Aspects	Year 1		Year 2		Year 3		Year 4	Year 5		Year 6	
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple question about the past from sources of information e.g. artefacts 		<ul style="list-style-type: none"> 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"> Use arrange of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to study Begin to use the internet for research 		<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect studied Ask a variety of questions Use the internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary resources Use evidence to build up a picture of a past event Select relevant sections of information Use the internet for research with increasing confidence 		<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of the past Bring knowledge gathered from several sources together in a fluent account taking bias into consideration 	
Skills Taught in.....	Toys The Great Fire of London Spofforth Castle William Caxton and Tim Berners-Lee		Toys The Great Fire of London Spofforth Castle William Caxton and Tim Berners-Lee		Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt		Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Anglo-Saxons - Vikings Mayan civilization- South America WWII Leisure and Entertainment in the 20th Century		Anglo-Saxons - Vikings Mayan civilization- South America WWII Leisure and Entertainment in the 20th Century	
Organisation and communication	Communicate their knowledge through: <ul style="list-style-type: none"> Discussion Drawing pictures Drama/role play Making models Writing 				<ul style="list-style-type: none"> Recall historical information Communicate their knowledge and understanding through: Discussions/debates Writing Presentations 		<ul style="list-style-type: none"> Select and organise historical information Communicate their knowledge and understanding through: <ul style="list-style-type: none"> Discussions/debates Writing Presentations 	<ul style="list-style-type: none"> Select and organise information to produce structured work 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms 	
Skills Taught in.....	Toys The Great Fire of London Spofforth Castle William Caxton and Tim Berners-Lee				Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt		Stone age to the end of the Roman occupation in Britain. Ancient Greece Ancient Egypt	Anglo-Saxons - Vikings Mayan civilization- South America WWII Leisure and Entertainment in the 20th Century		Anglo-Saxons - Vikings Mayan civilization- South America WWII Leisure and Entertainment in the 20th Century	
Historical Vocabulary	now, yesterday, last week when I was younger, when I was born, when I was a baby, before I was born, when my parents/carers were young old, new, modern, youngest, oldest, younger, older, next, then History, evidence, sequence, museum.	a long time ago, a very long time ago past, present, before, after, old, new, in.... during, modern. History, evidence, sequence, museum, historian, historical. Diary, artefact, event, account, recount, scale, timeline.	a long time ago, a very long time ago past, present, before, after, old recently, in.... during, next, then, began history, evidence, historian, historical. Event, scale, timeline.	now, past, present, before, after, old, new Recently, in.... during, modern, next, then, began History, evidence, sequence, museum, historian, historical, artefact, event, scale, timeline.	Century, BC/AD/CE, civilisation, in the...century, in the ...decade, era, date, time period, Roman times etc., ancient, chronology, chronologically, change, civilization, empire. War, peace, invade, settle, conquest, enemies. Evidence, source, first-hand account, primary source, reasons, reliable source, timeline, perspective, empathy, conclusion, evaluate.	Century, BC/AD/CE, civilisation, in the...century, in the ...decade, era, date, time period, Roman times etc., ancient, chronology, chronologically, change, civilization. Dig, excavate, archaeology, archaeologist, discoveries Evidence, source, primary source, reasons, reliable source, timeline, perspective, empathy, conclusion, evaluate.	Century, BC/AD/CE, civilisation, in the...century, in the ...decade, era, date, time period, Roman times etc., ancient, chronology, chronologically, change, civilization. Dig, excavate, archaeology, archaeologist, discoveries. Evidence, source, primary source, reasons, reliable source, timeline, perspective, empathy, conclusion, evaluate.	Monarchy, parliament, democracy, monarch. Change, continuity, legacy, political, social, cultural, government, citizen, religious. Bias, source, reliability, hypotheses, interpretations, analyse, refine, critically.	Propaganda, ancestor, change, continuity, legacy, political, social, cultural, government, citizen, religious. Bias, source, reliability, hypotheses, interpretations, analyse, refine, critically.	Social, cultural, religious. Bias, source, reliability, hypotheses, interpretations, analyse, refine, critically.	Technological, industrial, trade, media, press. Bias, source, reliability, hypotheses, interpretations, analyse, refine, critically.
Vocabulary Taught in.....	Toys	The Great Fire of London	Spofforth Castle	William Caxton and Tim Berners-Lee	Stone age to the end of the Roman occupation of Britain	Ancient Greeks	Ancient Egypt	Anglo Saxons and Scots and Anglo Saxon and Viking struggle.	WWII in our locality	The Maya	Leisure and entertainment in the 20 th century