



# GREEN LANE PRIMARY ACADEMY



## Progression of Skills in History

	KS1	Lower KS2	Upper KS2
Historical Interpretations	<p>Children can:</p> <ul style="list-style-type: none"> <li>• start to compare two versions of a past event;</li> <li>• observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• start to use stories or accounts to distinguish between fact and fiction;</li> <li>• explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• show an awareness of the concept of propaganda;</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>• begin to evaluate the usefulness of different sources.</li> </ul>
Historical Investigations	<p>Children can:</p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> <li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• choose and select evidence and say how it can be used to find out about the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• use a range of sources to find out about the past;</li> <li>• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• regularly address and sometimes devise own questions to find answers about the past;</li> <li>• begin to undertake their own research.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>• investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>

<b>Chronological Understanding</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>sequence artefacts and events that are close together in time;</li> <li>order dates from earliest to latest on simple timelines;</li> <li>sequence pictures from different periods;</li> <li>describe memories and changes that have happened in their own lives;</li> <li>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.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>understand the term chronology and the concept of change over time;</li> <li>sequence several events, artefacts or historical figures on a timeline using dates;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini);</li> <li>use words and phrases such as: century, decade, BC, AD, after, before, during</li> <li>divide recent history into present, using 21<sup>st</sup> century, and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>use a timeline to order and place an increasing number of significant local, national and international events;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect in a period of history;</li> <li>understand how some historical events/periods occurred concurrently in different locations.</li> </ul>
<b>Knowledge &amp; Understanding of Events, People &amp; Changes in the Past</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>recognise some similarities and differences between the past and the present;</li> <li>identify similarities and differences between ways of life in different periods;</li> <li>know and recount episodes from stories and significant events in history;</li> <li>understand that there are reasons why people in the past acted as they did;</li> <li>describe significant individuals from the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>note key changes over a period of time and be able to give reasons for those changes;</li> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied;</li> <li>describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>examine causes and results of great events and the impact these had on people;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<b>Presenting, Organising &amp; Communicating</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>talk, write and draw about things from the past;</li> <li>use historical vocabulary to retell simple stories about the past;</li> <li>use drama/role play to communicate their knowledge about the past.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>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;</li> <li>start to present ideas based on their own research about a studied period.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>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;</li> <li>plan and present a self-directed project or research about the studied period.</li> </ul>