Stukeley Federation - Progression in History Skills

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Cognitive Skills – These skills are accumulative**. | Recognise | Recognise, identify, describe,observe | Select, categorise, classify, sequence, compare and contrast. | Recall, reason, speculate summarise | Synthesise, explain, demonstrate understanding | Empathise, reach informed conclusions, make reasoned judgements, justify | Apply, evaluate, critique, hypothesise |
| **Chronology****Understanding** |  | Sequence events or objects in chronological order. | Sequence artefacts closer together in time.Sequence photos from different periods of their life.Describe memories of key events in lives. | Place the time studied on a time line.Sequence 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 events.Understand more complex terms e.g. BCE/AD | Place current study on time line in relation to other studies.Know and sequence key events of time studied.Use relevant terms and periods labels.Relate current studies to previous studies.Make comparisons between different times in history. | Place current study on time line in relation to other studies.Use relevant dates and terms.Sequence up to ten events on a time line. |
| **Range and Depth of historical knowledge** | **ELG** – Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.**ELG** -Understand the past though settings, characters and events encountered in books read in class. | Begin to describe similarities and differences in artefactsDrama- 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- confidentially describe similarities and differencesDrama-develop empathy and understanding (hot seating, speaking and listening) | Find out about everyday lives of people in time studiedCompare with our life todayIdentify reasons for and results of people’s actionsUnderstand why people may have had to do something | Use evidence to reconstruct life in time studiedIdentify key features and eventsLook for links and effects in times studiedOffer a reasonable explanation for some eventsDevelop a broad understanding of ancient civilisations | Study different aspects of life for different peopleExamine 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 civilisation 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 explanationKnow key dates, characters and events of time studiedCompare and contrast ancient civilisations. |
| **Interpretation of History** | Talk about members of their immediate family and community.Compare and contrast characters from stories including figures from the past. | 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 pastAble to identify different ways to represent the past | Identify and give reasons for different ways in which the past is representedDistinguish between different sources and valuate their usefulnessLook at representations of the period | Look at the evidence availableBegin to evaluate the usefulness of different sourcesUse of textbooks and historical knowledge | Compare accounts of events from different sources. Fact or fictionOffer 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 or opinionBe aware that different evidence will lead to different conclusions |
| **Historical enquiry** | Comment on images of familiar situations in the past. | Sort artefacts ‘then’ and ‘now’Use as wide a range of sources possibleAsk and answer questions related to different sources and objects | Use a source – why? what? who? how? where? to ask questions and find answersSequence a collection of artefactsUse of timelinesDiscuss effectiveness of sources | Use a range of sources to find out about a periodObserve small details – artefacts, picturesSelect and record information relevant to the studyBegin to use the library, eLearning for researchAsk and answer questions | Use evidence to build up a picture of a past eventChoose relevant material to present a picture of one aspect of life in time pastAsk a variety of questionsUse the library, eLearning for research | Begin to identify primary and secondary sourcesUse evidence to build up a picture of life in time studiedSelect relevant sections of informationConfident use of library, eLearning | Recognise primary and secondary sourcesUse a range of sources to find out about an aspect of time pastSuggest omissions and the means of finding outBring knowledge gathered from several sources together in a fluent account |
| **Vocabulary** |  | **Great Explorers-** explorer, expedition, summit polar, pioneer, aviator, navigated; compass; anchor; voyage; islands; inhabitants; landscape; native; indigenous; NASA; astronaut; lunar; universe; mankind; President; government; solar system; planet.**Local History** archaeologist; artefact; excavate; evidence; archaeological dig.**Toys-** Historian; time; bc; ad; chronological; recent; Stonehenge; village; Great Fire of London | **Stone Age, Bronze Age, Iron Age** - chronological; extinct; mammoth; eroded; excavation; deposit; cliff;; dig; organic; tools; vegetation; deciduous; coniferous; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; domesticated; pottery; flute;; spindle whorl; spin; yarn; weave; monument; pasture; ceremonial; burial; cremated; ritual; ochre; pigment; wattle; daub; settlement ;smelting; chisel; carcass; harness; sieve; spear; shaft; armlet; arrow; dagger; scythe; archer; grave; Stonehenge; warrior; trade; international; avenue; summer solstice; settlement; capstone; peat; acidic; cremated; urn; warrior; chief; hill fort; hectare;; mound; Celts; fertile; neighbouring; attack; steal; siege; surrender; barter; swap; exchange; hoard; chariot; Boudica.**Romans** -; Roman Empire; emperor; empress; Italy; gladiators; amphitheatre; mural; mosaic; senator; nobleman; consul; spectators; Colosseum; magistrate; testimonial; social class; plebeians.**Anglo-Saxons**- tribe; Picts; Saxons; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; thatched; reeds; lowland; pagan; Scandinavia; Norway; Sweden; East Anglia.**Vikings** - Inhabited; heathens; long ships; Norsemen; Men of the North; chieftain; Scandinavia; Norway; Sweden; Denmark; invasion; homeland. | **Maya** - Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; pyramid; summer solstice; sink hole; collapse; sacrifice; observatory; headdress; quetzal; executed.**Battle of Britain -** Second World War; Nazi Germany; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich evacuation; Dunkirk; Channel Islands; soldiers; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; artillery; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster.**Shang-** Dragon; Chinese New Year; culture; myth; legend; folklore; patron saint; hieroglyph; chariot; jade; cauldron.**Trojan Horse** - Trojan Horse; Ancient Greece; Europe; Greece; kingdoms; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; Kingdom of Atlantis; Poseidon; |