

History skills progression

We have divided the skills taught in history into four areas and then plotted progression in those skills across all key stages linked directly to the knowledge content to be taught.

The five skills areas are;

- Chronological understanding
- Knowledge and understanding of past events, people and changes in the past
- Historical interpretation
- Historical Enquiry
- Organisation and Communication

Roche CP School Skills progression linked to History knowledge and units

	<p>Reception Toys</p> <p>People who help us</p> <p>Significant/inspirational person- The Queen Platinum Jubilee (June 2022)</p>	<p>Year 1 Grace Darling</p> <p>George Forrest; Plant Hunter</p> <p>Elizabeth I compared with Elizabeth II</p>	<p>Year 2 Super learning Day or to tie in with the platinum Jubilee in February celebrated in June</p> <p>Nurturing nurses</p> <p>Full steam ahead Richard Trevithick</p> <p>The Tales of Beatrix Potter</p>	<p>Year 3 Set in Stone</p> <p>Mighty metals</p> <p>Scrumdiddlyumptious!</p> <p>What did the Romans do for us?</p>	<p>Year 4 Titanic</p> <p>Anglo-Saxons</p> <p>Sailors, raiders and Traders Vikings</p> <p>Lanhydrock House</p>	<p>Year 5 Space Astronauts</p> <p>World war 2</p> <p>Ancient Greeks</p>	<p>Year 6 Ancient Egypt</p> <p>Mary Anning and Charles Darwin (Evolution science)</p> <p>Significant women Harriet Tubmann</p> <p>Tin streaming Goss Moor</p> <p>Cornish Diaspora</p>
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<p>Chronological understanding</p>	<p>I can start to sequence events through photos (the life of Elizabeth II)</p>	<p>I can place the order of events of Grace Darling's life in chronological order using dates and times. The Victorians</p> <p>I can organise the events of Queen Elizabeth I life in chronological order</p>	<p>I can place the order of events in chronological order using dates and times on a timeline of the Victorians</p>	<p>I can use timelines to place events that happened in chronological order; Stone age, bronze age Iron age,</p> <p>I can place Mayan civilisation on a timeline</p> <p>I can use timelines to place the events that happened in Roman times in chronological order</p> <p>I understand that timelines are divided into BC and AD</p>	<p>I can place the order of events in chronological order using dates and times.</p> <p>I can ask questions such as 'what was it like for a during?'</p> <p>I can name and place dates of significant events from the past on a timeline.</p>	<p>I can use dates to order and place events of World war 2 on a timeline.</p> <p>I can use the chronology of astronauts in space to raise questions about changes in society.</p>	<p>I can Identify and use different sources of information and artefacts. (Picture activity) to gain information about the Nile in the past and modern times.</p> <p>I can sequence historical periods on a time line in order to locate the events linked to tin mining within world history.</p> <p>I can describe and locate the period using words and phrases such as century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p>
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<p>Knowledge and understanding of past events, people and changes in the past</p>	<p>I know some differences between old and new toys. comparison</p> <p>I can begin to identify and recount some details about the roles of people who help me in society.</p> <p>I can show knowledge and understanding about people and events in different ways (e.g. role play, talking, drawing, writing.)</p>	<p>I can compare and contrast the life of a significant Victorian figure with a similar person now.</p> <p>I can find the answers to some questions about the past from sources of information,</p> <p>I can explain the differences between the houses of the 3 Stone Age periods</p>	<p>I can find information about Florence Nightingale from pictures and stories of her life.</p> <p>I can put events in Richard Trevithick's life in chronological order.</p>	<p>I can describe similarities and differences between the different ages</p> <p>I can understand the reasons for the changes that took place in Great Britain during Roman times.</p>	<p>I can use subject specific words such as monarch, settlement, invader etc... accurately.</p>	<p>I can provide an account of WW2 based on more than one source.</p> <p>I can compare life in the 1940s to life now.</p>	<p>I can give similarities and differences between miners in Cornwall and their move elsewhere in the World.</p> <p>I can understand how some changes to the Nile have affect life today (Aswan and Great Ethiopian Dam).</p> <p>I can understand that the past has been represented in different ways by using different representations of the River Nile. (Pictures, paintings, carvings etc)</p> <p>I can suggest accurate and plausible reasons for how / why the discovery of the ichthyosaur has been represented and interpreted in different ways.</p>
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Historical interpretation	<p>I can express a preference for old or new toys from my experiences (comparison).</p>	<p>I can use first hand resources (visit to the lifeboat station) to compare and contrast changes in RNLI over time.</p> <p>I can compare the life of George Forrest with a modern day plant hunter.</p> <p>I can compare his expedition with a modern day journey to similar places</p> <p>I can compare what I know about Elizabeth I with what I know about Elizabeth II to draw conclusions and make comparisons about their lives</p>	<p>I can compare hospitals in Scatari to hospitals today</p> <p>I can compare the experiences of Florence Nightingale, Mary Secole and Edith Cavell</p> <p>I can explain similarities and differences in how nursing/medical care is today compared with FN's time.</p> <p>I can compare Victorian modes of transport with modern transport</p>	<p>I can explain the differences between the Paleolithic, Mesolithic and Neolithic periods</p> <p>I can compare what life would have been like before and after the Romans lived in Britain</p> <p>I can compare a Maya house with an Iron Age house and my house</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain more accurate understanding of history.</p> <p>I can give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>I can give reasons why there may be different accounts of history</p> <p>I can compare the life of Anglo-Saxons to Vikings in Britain.</p>	<p>I can put forward reasons for the increasing number of women and people of colour becoming astronauts</p> <p>I can compare life in Ancient Greece to life now. Democracy and Olympics</p> <p>I can identify some social, cultural, and ethnic diversities of societies studied in Britain and the wider world.</p> <p>I can use primary (photos, letters, Pathe film, propaganda posters) and secondary (fiction texts, film extracts) sources to deduce a.) feelings of children during evacuation, b.) people during the Blitz.</p>	<p>I can form my own opinion about events linked to An Goff using a range of sources.</p> <p>I know and understand that some evidence linked to the uprising is propoganda and this affects interpretations of history</p> <p>I can suggest accurate and plausible reasons for how / why the uprising has been represented in different ways.</p> <p>I know and understand when learning about the dams that some evidence is propoganda, opinion or misinformation and that this affects interpretations of history.</p> <p>I can give my own reasons why changes may have occurred towards the treatment of Mary Anning later in her life.</p> <p>I can form my own opinions about the lives and treatment of poor women in Mary Anning's life using a range of sources</p> <p>I can form my own opinion about the life and treatment of Black people as experienced by Harriet Tubman</p>
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Historical enquiry	I can find answer to simple questions about the past from sources.	I can use evidence to ask questions and find answers to questions about the life of Grace Darling.	I can use evidence to ask questions and find answers to questions about the past How were the lives of MS and EC different FN?	I understand that our knowledge of pre-history is gained from archaeologists and artefacts I can use evidence to find out about change during a time period	I can ask questions such as 'what was it like for a during?' I understand the difference between primary and secondary sources of evidence. I can use evidence to ask questions and find answers to questions about the past.	I know that there often isn't a simple/single answer to a historical question e.g. What was life like in Ancient Greece? (Athens vs. Spartans) I can use secondary sources to collect information about the past.	I can identify and use different sources of information to find out about the uprising. I can select the most appropriate source of evidence for this task I can evaluate the usefulness and accurateness of different sources of evidence when looking at different resources from the past I can Identify and use different sources of information and artefacts, when finding out about the River Nile (Picture, video, written descriptions) I can describe similarities and differences between some Egyptian people, events and objects studied using artefacts, pictures etc from handling session

<p>Organisation and communication</p>	<p>I can show knowledge and understanding about objects, people and events in different ways (e.g. role play, talking, drawing, writing.)</p> <p>I can describe the differences between: fire fighters, police officers, lifeboat crew, vets, doctors, ambulance crew etc...</p>	<p>I can recount some details about life in Elizabethan times</p>	<p>I can explain how living now is different to living in Victorian times</p> <p>I can write a Biography based on facts I know about RT.</p>	<p>I can describe the impact of the Romans on present day life.</p>	<p>I can discuss the most appropriate way to present information, realising that it is for an audience.</p> <p>I can show knowledge and understanding by describing features of past societies and periods. <i>(Examples: Art Sutton Hoo and extracts from 'The Dig' on Netflix.)</i></p>	<p>I can present findings about the past (data handling of astronauts)</p>	<p>I can discuss the impact of the 'tinnars' tax and how this caused the tin miners to demand change. I can talk about the impact of the Cornish uprising.</p> <p>I can present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). (tin streaming presentation)</p> <p>I can give my own reasons why changes may have occurred with the River Nile and back this up with evidence.</p> <p>I can present information relating to the River Nile in an organised and clearly structured way. (Nile info text)</p>
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