

Skills Progression Map: History

	Y3	Y4	Y5	Y6
Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence	Pupils should be taught to: <ul style="list-style-type: none"> i. Use evidence to ask questions and find answers to questions about the past. ii. Suggest a suitable source of evidence for historical enquiries. iii. To begin to show some understanding that aspects of the past have been represented and interpreted in different ways. iv. To begin to structure some answers to historical questions using relevant historical information including dates. 	Pupils should be taught to: <ul style="list-style-type: none"> i. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ii. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. (eg looking at the same event using two different sources) iii. Suggest causes and consequences of some of the main events and changes in history. iv. Structure answers to historical questions using relevant historical information including dates. 	Pupils should be taught to: <ul style="list-style-type: none"> i. Use different sources of evidence to deduce information about the past giving reasons for choices. ii. Show an understanding that aspects of the past have been represented and interpreted in different ways suggesting possible reasons for this. (eg looking at the same event using multiple sources of evidence) iii. To begin to note connections, contrasts and trends over time. iv. To be able to ask and address historically valid questions about change, cause, difference, similarities and significance, within an event and across the period studied. 	Pupils should be taught to: <ul style="list-style-type: none"> i. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. ii. To know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. (eg looking at multiple events using different sources) iii. To note connections, contrasts and trends over time. iv. To be able to ask and address historically valid questions about change, cause, difference, similarities and significance, across the period studied and a wider period of time. v. To produce structured work, making appropriate use of dates and terms in order to answer historical questions.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society

Pupils should be taught to:

- i. Describe changes that have happened in the locality of the school throughout history. (eg The Chances family/Chances Park)
- ii. Compare two or more historical periods, explaining things which have changed and things which have remained the same.

Pupils should be taught to:

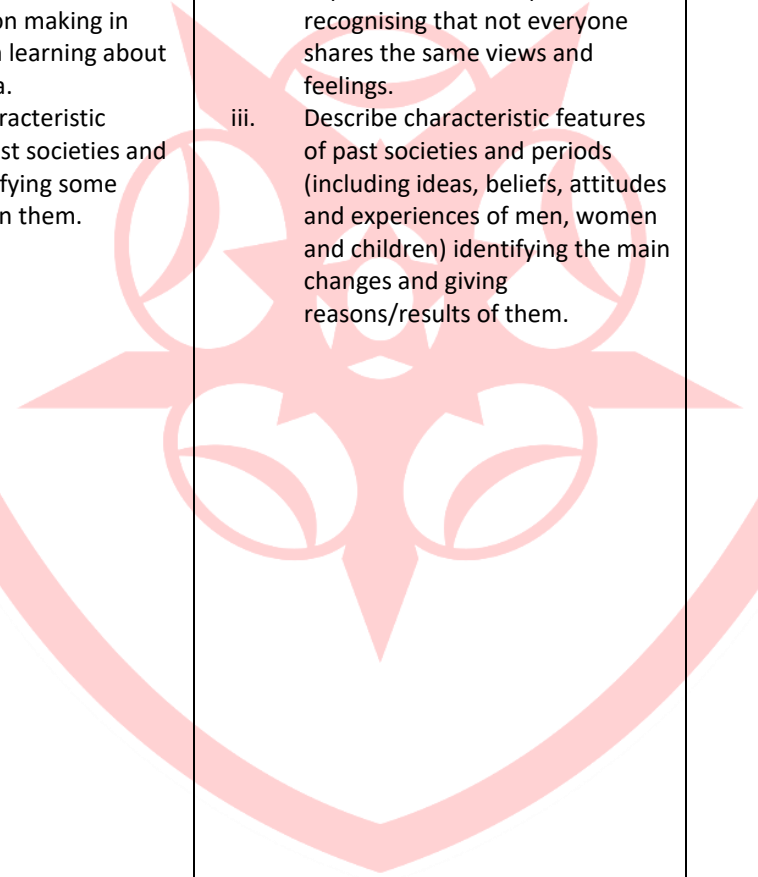
- i. Give a broad overview of life in Britain from ancient until medieval times summarising how Britain may have learnt from other countries and civilisations.
- ii. Describe the social, ethnic, cultural or religious diversity of past society.
- iii. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (Wealthy and poor perspective).

Pupils should be taught to:

- i. Compare two or more historical periods, explaining things which have changed and things which have remained the same.
- ii. Explain how parliament affects decision making in England when learning about Athens/Sparta.
- iii. Describes characteristic features of past societies and periods identifying some changes within them.

Pupils should be taught to:

- i. Describe the social, ethnic, cultural or religious diversity of past society.
- ii. Provide reasons for, and results of, the main events and changes in past societies and periods, recognising that not everyone shares the same views and feelings.
- iii. Describe characteristic features of past societies and periods (including ideas, beliefs, attitudes and experiences of men, women and children) identifying the main changes and giving reasons/results of them.



<p>Understand chronology This concept involves and understanding of the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To know that the past can be separated into different periods of time. ii. Use a timeline within a specific period of history to set out/identify the order that things may have happened. iii. Use dates and terms to describe events. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. Place events, artefacts and historical figures on a time line using dates. ii. Understand the concept of change over time either identifying or representing this on a time line. iii. Use dates and terms with growing accuracy to describe events. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To begin to have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making a comparison between at least two different lives in history. ii. Identify periods of rapid change in history and contrast them with times of relatively little change. iii. To establish a clear narrative within and across the periods studied using dates and terms accurately in describing events. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> i. To have a chronologically secure knowledge of the events studied and how they fit into a wider chronological context, making comparisons between a wide range of different lives in history. ii. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). iii. Understand the concepts of continuity and change over time, representing or identifying them, along with evidence, on a time line.
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