

Moor First School: Progression of Skills in History

| | <u>Reception & ELG</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> |
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| Historical knowledge and understanding of chronology. | <p><u>Reception</u> -I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past. -I can sequence family members according to their age. I can explain who they are and the key differences in what they can and cannot do. -I understand and explain that there are differences and similarities between people of different ages. -I can describe memories that have happened in my own life. -I can sequence key memories that happened in my life. -I am beginning to sequence memories in the lives of family members. -I can retell my daily routines/weekly routines in sequence. I can sequence the days of the week I can sequence the seasons of the year. -I understand that there are special dates and times that repeat every year.</p> <p><u>ELG</u> Talk about the lives of the people around them and their roles in society.</p> | <p>Know where people and events fit within a chronological framework. Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>I can recall and describe some relevant events, people and themes from the past.</p> <p>I can sequence a few events, objects or pieces of information on a timeline.</p> <p>I can describe some of the changes that have happened to me in my own lifetime.</p> <p>I understand and can use a range of time words including: old, new, before, after, now, later, past and present.</p> | <p>I can include more detail when I talk or write to describe events, people and themes from the past.</p> <p>I can sequence a number of objects or events related to my history topic on an annotated timeline.</p> <p>I understand securely and can use a wider range of time vocabulary including: earliest, latest, future, century, newest, oldest and modern to show the passing of time.</p> | <p>Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study.</p> <p>I can make some connections with features of other periods I have studied when I talk or write about the past.</p> <p>I can talk about several themes, societies, events and significant people covered in local, national and global history.</p> <p>I can place a number of events, objects, themes and people from topics I have studied on a timeline. I am beginning to use dates and/or period labels and terms related to my topic and the passing of time.</p> | <p>I show some understanding of what things were like before and after the period I am studying when I talk or write about the past.</p> <p>I can demonstrate an overall awareness of historical themes, societies, events and people from local, national and global history.</p> <p>I can place historical periods I have studied as well as information about my topic on a timeline, using some dates, period labels and terms.</p> |
| | | <p>Identify similarities and differences between ways of life in different periods. Study changes within living memory. Study significant events and the lives of significant individuals who contributed to national and international achievements.</p> | <p>Address and devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time.</p> | | |

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| <p>Understanding historical concepts.</p> | <p>Reception -I can identify some similarities and differences. -I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books.</p> <p>ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class -I can use books and accounts to make comparisons between familiar objects, situations and people from the past and present.</p> | <p>I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.</p> <p>I can make some comments about why people did things or why events happened and what happened as a result of these.</p> <p>I can explain why a person or event was significant.</p> | <p>I can point out some similarities and differences between aspects of life at different times in the past.</p> <p>I can identify more than one cause and effect of an event in my history topic.</p> <p>I can identify a range of significant aspects of a theme or period and explain why I think they are historically important.</p> <p>I can describe the life of a significant individual from the past, explaining why they are historically important and why they acted as they did.</p> | <p>I can describe some similarities, differences and changes within the historical period I am studying.</p> <p>I can suggest reasons for people's actions and events and how the effects have influenced life today.</p> <p>I can describe in detail some of the most significant features, events and/ or people of the time period I am studying.</p> | <p>I can describe the main similarities, differences and changes within and between periods and societies I have learned about and give reasons for those changes.</p> <p>I can comment on the importance of causes and effects for some of the key events and developments within my topics.</p> <p>I can suggest which people and causes and consequences of change are more important.</p> <p>I can explain why some aspects of historical accounts, themes or periods are significant.</p> |
| <p>Historical Enquiry</p> | | <p>Ask and answer questions. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which they find out about the past and identify different ways in which it is represented. Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> | <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. Address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> | | |

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| | <p>Reception I can answer questions about my family.</p> <p>ELG I can understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>I can ask simple questions about the past.</p> <p>I know we can find out about the past by using different types of evidence and can explain what some of these are.</p> <p>I can use different sources (including artefacts, pictures, photographs, written and oral sources) to find out about the past and answer simple questions.</p> <p>I can choose and use parts of stories to show my understanding of the key features of significant events.</p> | <p>I can use historical terminology when talking about the past and asking and answering questions.</p> <p>I can choose the most useful sources of evidence to answer questions.</p> <p>I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.</p> | <p>I can compare sources of evidence and comment on their usefulness and accuracy.</p> <p>I can ask my own relevant questions to find out about the past and begin to carry out my own research to answer them.</p> <p>I can answer historical questions by looking at a range of different sources in more detail.</p> <p>I can give reasons for my ideas and state my own conclusions.</p> <p>I use and understand appropriate historical vocabulary and am beginning to use some dates in my answers.</p> | <p>I understand why it is important to use different sources and can compare them to help me to identify reliable information.</p> <p>I can investigate different accounts of historical events and suggest some reasons why the accounts may be different.</p> <p>I can ask a range of relevant questions to find out about a particular theme or event.</p> <p>I can give well rounded and organised written answers with clear conclusions, supported by evidence and reasons.</p> <p>I am more confident to use historical vocabulary to communicate my ideas and I make good use of dates.</p> <p>I can carry out historical enquiries about aspects of life or key events through careful selection and organisation of relevant historical information and present my findings.</p> |
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