

# St. Laurence CofE Junior Academy

## History Progression of Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>					
<ul style="list-style-type: none"> <li>• Pupils can compare two events, saying which one happened first</li> <li>• Pupils are beginning to understand timelines</li> <li>• Pupils are starting to understand that things happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can order events they have learnt about from furthest away to most recent</li> <li>• Pupils can draw timelines and sequence events.</li> <li>• Pupils can understand that objects and the story come from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to develop their knowledge of chronology and can place their periods of study on a timeline- <i>The Roman Empire, The Stone Age, The Iron Age.</i></li> <li>• Pupils can generally make links between areas of history they have studied in Year 3 (<i>The Roman Empire, The Stone Age, The Iron Age</i>) identifying similarities and differences between them</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are more secure in their understanding of chronology and can place periods of history they have learnt about accurately on a timeline - <i>Anglo-Saxons, Scots, Viking, Victorians plus y3.</i></li> <li>• Pupils can make links between areas of history they have studied (<i>Anglo-Saxons, Scots, Viking, Victorians plus y3</i>), identifying similarities and differences between them</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils generally have a secure knowledge of chronology. They can place a range of historical events on a timeline - <i>Ancient Egyptians/Greeks plus study from y3/4.</i></li> <li>• Pupils can draw their own timeline, beginning to produce accurate intervals.</li> <li>• Pupils can make some comparisons between historical periods (<i>Ancient Egyptians/Greeks plus study from y3/4</i>), identifying similarities and differences between them</li> <li>• Pupils can sequence up to 5 historical events on a timeline from previous learning (y3-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have a secure knowledge of chronology and can use relevant dates/terms.</li> <li>• Pupils can draw their own timeline with accurate intervals</li> <li>• Pupils can compare a range of historical periods, identifying a number of similarities and differences between them</li> <li>• Pupils can sequence up to 10 historical events on a timeline from previous learning (y3-6)</li> <li>• Pupils can identify some trends over time, identifying how ideas have been continued/ developed</li> </ul>

Vocabulary					
<ul style="list-style-type: none"> <li>• Pupils can use names and places that link to areas of study</li> <li>• Pupils can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago</li> <li>• Pupils can use words like old, new and a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can remember and use names and words specific to areas of study</li> <li>• Pupils can use words and phrases accurately to indicate periods of time-: 'before', 'after', 'past', 'present', 'then' and 'now'</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can remember and use names (<i>Mesolithic, Skara Brae</i>) and words from the areas they have studied - <i>The Roman Empire, The Stone Age, The Iron Age</i>.</li> <li>• Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient).</li> <li>• <b>Historical Vocabulary:</b> <ul style="list-style-type: none"> <li>➤ <b>BC/AD</b></li> <li>➤ <b>decade</b></li> <li>➤ <b>ancient</b></li> <li>➤ <b>century</b></li> <li>➤ <b>timeline</b></li> <li>➤ <b>period</b></li> <li>➤ <b>settlers</b></li> <li>➤ <b>settlement</b></li> <li>➤ <b>evidence</b></li> <li>➤ <b>similarities/ differences</b></li> <li>➤ <b>historian</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can remember and use names (<i>Hengist, Horsa, Alfred the Great</i>) and words from the areas they have studied in Year 3/4 (<i>Anglo-Saxons, Scots, Viking, Victorians</i>)</li> <li>• Pupils are using words/phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• <b>Historical Vocabulary (+y3):</b> <ul style="list-style-type: none"> <li>➤ <b>recent history</b></li> <li>➤ <b>artefact</b></li> <li>➤ <b>religious differences</b></li> <li>➤ <b>wealthy</b></li> <li>➤ <b>poor</b></li> <li>➤ <b>items</b></li> <li>➤ <b>version</b></li> <li>➤ <b>historical argument</b></li> <li>➤ <b>point of view</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can generally remember and use names (<i>Tutankhamun, Pharaoh, Parthenon</i>) and words from the areas they have studied in Year 5 (<i>Ancient Egyptians/Greeks</i>) as well as remembering some names and words from the previous study</li> <li>• Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium plus 'last week, 'A long time ago...', 'During the reign of...'</li> <li>• <b>Historical Vocabulary (+y3/y4):</b> <ul style="list-style-type: none"> <li>➤ <b>availability</b></li> <li>➤ <b>food sources</b></li> <li>➤ <b>developments</b></li> <li>➤ <b>democracy</b></li> <li>➤ <b>eye-witness account</b></li> <li>➤ <b>sacred</b></li> <li>➤ <b>God/Goddess</b></li> <li>➤ <b>religion</b></li> <li>➤ <b>crime</b></li> <li>➤ <b>punishment</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can remember and use names (<i>Churchill, Land Girls</i>) and words from the areas they have studied over the years (<i>y3-6</i>)</li> <li>• Pupils can use a range of words and phrases to indicate time, previous year group phrases plus, 'Throughout the ___ period..', 'Towards the end of..', 'Pre – 1945..'</li> <li>• <b>Historical Vocabulary:</b> <ul style="list-style-type: none"> <li>➤ <b>societies</b></li> <li>➤ <b>summarise</b></li> <li>➤ <b>major influence</b></li> <li>➤ <b>world history</b></li> <li>➤ <b>civilizations</b></li> <li>➤ <b>changes/ continuity</b></li> <li>➤ <b>persuade</b></li> <li>➤ <b>viewpoint</b></li> <li>➤ <b>propaganda</b></li> <li>➤ <b>advancements</b></li> <li>➤ <b>causes in history</b></li> <li>➤ <b>interpretations</b></li> <li>➤ <b>significant</b></li> </ul> </li> </ul>

### Questioning

Primary sources (*document, diary, manuscript, autobiography, recording, information that was created at the time*)

Secondary sources (*created by someone who did not experience first-hand or participate in the events*).

<ul style="list-style-type: none"> <li>• Pupils are beginning to ask simple questions when they are unsure</li> <li>• Pupils are answering questions verbally related to an area of study with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask simple questions when they are unsure</li> <li>• Pupils can accurately answer the simplest questions related to an area of study</li> <li>• Pupils can sometimes justify their answers using sources or stories</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask simple questions to develop an understanding – using the 5 w’s.                             <ul style="list-style-type: none"> <li>➤ Who was involved?</li> <li>➤ What happened?</li> <li>➤ When did it happen?</li> <li>➤ Where did it happen?</li> <li>➤ Why did it happen?</li> </ul> </li> <li>• Pupils are generally able to select and record relevant information/research to their study.</li> <li>• Pupils can generally use sources to justify their answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask a range of questions to develop their understanding</li> <li>• Pupils are beginning to organise their responses/research</li> <li>• Pupils are able to answer questions, using evidence and other relevant materials/sources</li> <li>• Pupils are starting to use a range of methods for research.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask questions to develop their understanding and are starting to identify primary sources and secondary sources.</li> <li>• Pupils show some purposeful selection about the information they wish to include in responses</li> <li>• Pupils are increasingly challenging sources of information (<i>How did Tutankhamun really die? What do the sources say? What are the rumour’s?</i>)</li> <li>• Pupils are confident in using different methods for research, books/iPad/artefacts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can ask questions, creating questions that develop an understanding about change</li> <li>• Pupils can bring together information from several sources and organise that information purposefully</li> <li>• Pupils can confidently recognise primary and secondary sources.</li> <li>• Pupils can challenge sources, questioning the validity of these (<i>WW2 propaganda – do these all show the truth?</i>)</li> <li>• Pupils are confident in using different methods for research and access that independently.</li> </ul>
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Knowledge					
<ul style="list-style-type: none"> <li>Pupils can remember some key events about the areas they have studied</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can remember some key events about the areas they have studied</li> <li>Pupils can consider how we know about past events</li> <li>Pupils know they can find historical information in books</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts from their topic and can suggest why certain events happened as they did</li> <li>Pupils recognise that archaeologists help us to understand the past</li> <li>Pupils can identify at least one way we gather information/different representations of history e.g. books, visual clips, letters and are using at least one type</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember key facts from their topic (<i>The days of the week are named after Viking god</i>) and can use this to explain how the events may have shaped our lives.</li> <li>Pupils can recognise that the lives of people in the past are different from ours and explain the differences.</li> <li>Pupils can appreciate how items from the past help us build an accurate picture.</li> <li>Pupils are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>	<ul style="list-style-type: none"> <li>Pupils remember most key facts from their topic (and previous years) and can use this to describe/compare events from different periods of time (<i>Fall of both Egypt and Greece to Rome</i>)</li> <li>Pupils understand how past historical events have shaped the country/world we have today (<i>i.e. Ancient Greece – democracy</i>).</li> <li>Pupils can make comparisons between historical periods, explaining how those areas have changed over time (<i>Attitudes towards woman in Sparta/Athens vs Egypt vs now</i>).</li> <li>Pupils are confident in using two + different sources to gather information e.g. books, internet</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have strong knowledge about historical events, from local history (<i>St Laurence Local Heritage Unit – y5 to world history</i>). They can summarise these events and their key features.</li> <li>Pupils understand how past historical events have shaped the country/world we have today (<i>e.g. effect of WW2 on Britain</i>).</li> <li>Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources</li> </ul>