



St Benedict's C of E VA Junior School – History Skills progression

Skills	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> 1) Can confidently spot major anachronisms from most periods studied when compared with today 2) Can sequence events in simple narrative 3) Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing the process of mummification 4) Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; 	<ul style="list-style-type: none"> 1) Can talk about the past in terms of periods e.g. Egyptian, Roman 2) Realises that Ancient means thousands of years ago 3) Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings 4) Can use some key dates as important markers of events e.g. Caesar's landing, Claudius 'invasion, Boudicca's revolt 	<ul style="list-style-type: none"> 1) Uses more sophisticated time markers within, as well as between 2 periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year 2) Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted 	<ul style="list-style-type: none"> 1) Can use dates and specific terms confidently to establish period detail 2) Can successfully match simple iconic images to each of the periods studied 3) Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture
Change and continuity	<ul style="list-style-type: none"> 1) Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age 2) Recognise changes over shorter period e.g. between Old Stone Age and New Stone Age and between the Bronze Age and the Iron Age 	<ul style="list-style-type: none"> 1) Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles 2) Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled 3) Grasps that change can happen quite quickly and can be reversed e.g. 	<ul style="list-style-type: none"> 1) Some changes are much more significant than others 2) Some changes are called a revolution because of the scale and widespread nature 	<ul style="list-style-type: none"> 1) Some changes are relative slow others happen very rapidly e.g. population growth and balance of rural and urban population 2) Not all change is welcomed by everyone 3) Sees that some changes lead to others e.g. inventions in power affect transport factories etc.

		struggle between the Saxons and Vikings		4) Understands what is meant by a turning point
Historical Enquiry	<ol style="list-style-type: none"> 1) Extract simple information from text/pictures/objects showing basic comprehension 2) Make simple deductions about what text means based on what is included 3) Start combining information from more than one source 	<ol style="list-style-type: none"> 1) Start cross-referencing information to see if other sources agree, rather than taking everything on face value. 2) See that some sources are more useful than others and can explain why. 3) Start to think of reasons why a source might be unreliable 	<ol style="list-style-type: none"> 1) Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, "We cannot tell for sure." "Most evidence suggests." 2) Can consider the worthiness of a source by reference to what is known about the topic e.g. this piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience? 	<ol style="list-style-type: none"> 1) Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda
Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences of men, women and children	<ol style="list-style-type: none"> 1) Understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. They are secure in understanding the main differences between today and the period being studied. 2) Show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. 	<ol style="list-style-type: none"> 1) Know that not everyone in the past lived in the same way. They can contrast life for rich and poor. They know that there are different levels in society. 2) Understand that people in the past had a range of different ways of looking at their world and can explain ideas. 	<ol style="list-style-type: none"> 1) Make links between different features of a society to make sense of the world lived in by people in the past. 2) Children can explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way. 3) Understand that people's experiences varied depending on status e.g. they understand that 	<ol style="list-style-type: none"> 1) Able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.

	<p>They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.</p>		<p>women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society.</p>	
<p>Identify and describe reasons for and results of historical events, situations and changes in the period</p>	<p>1) Realises that events usually happen for a combination of reasons, with some element of listing.</p>	<p>1) Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade 2) Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people 3) Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe</p>	<p>1) Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action. 2) Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause 3) Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently</p>	<p>1) Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen 2) Explain an event with reference to abstract ideas such as long and short-term or events building up 3) Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think 4) Explain some quite complex events using a good range of causes</p>

Identify and describe reasons for and results of historical events, situations and changes in the period studied	<ol style="list-style-type: none"> 1) Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read 2) Children give a simple reason why we might have more than one version 	<ol style="list-style-type: none"> 1) Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. 2) Children realise that history is continuously being rewritten; if we find more we have to rewrite the past 3) Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge 	<ol style="list-style-type: none"> 1) Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis 	<ol style="list-style-type: none"> 1) Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; even when using the same evidence historians can put a different gloss on events. 2) Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.
Organization and communication	<ol style="list-style-type: none"> 4) Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations 5) Answers contain some simple period-specific references 6) Writes in simple and accurate, sequenced, sentences when narrating what happened in the past 	<ol style="list-style-type: none"> 1) Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas 2) Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs 	<ol style="list-style-type: none"> 7) Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting evidence for statements made 8) Able to see two sides of a question and can offer arguments on both sides 	<ol style="list-style-type: none"> 3) Widespread use of period specific detail to make the work more convincing and authentic 4) When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes 5) Able to make subtle distinctions within a period being studied,

				<p>and realizes danger of overgeneralizing</p> <p>6) Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.</p>
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