

## Killigrew History Skills Progression



	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Remembers and talks about significant events in their own experience.</p> <p>Knows the difference between past and present events in their own lives.</p> <p>Talk about past events in their own lives and the lives of family members.</p> <p>Know some reasons why people's lives were different in the past.</p>	<p>Uses common words and phrases relating to the passing of time.</p> <p>Sequences a growing number of events in their own life.</p> <p>Sequences 3 or 4 artefacts from different time periods (toys)</p>	<p>Sequences the timeline of a significant national event (GFOL).</p> <p>Orders a simple timeline (one linked to living memory, one linked to the time studied and 2 other significant events)</p>	<p>Sequencing time periods studied on a more complex time line.</p> <p>Understands the basics of the terms BC/AD.</p> <p>Begins to understand magnitude of time.</p> <p>Use dates and terms related to the unit of study and passing of time.</p>	<p>Place significant taught events artefacts and historical figures on a timeline using dates.</p> <p>Understands that events on a timeline can occur concurrently.</p> <p>Extends understanding of the magnitude of time.</p> <p>Understands the concept of change over time.</p> <p>Place artefacts, events and historical figures on a timeline using dates.</p>	<p>Understands that events on a timeline can occur concurrently and in different locations.</p> <p>Orders significant taught events chronologically.</p> <p>Is able to explain the difference in time between significant events.</p> <p>Identify periods of rapid change in history and contrast them with periods of relatively little change.</p>	<p>Places current study on a time line in relation to other studies from previous years.</p> <p>Use relevant dates and terms to compare and contrast significant events.</p> <p>Explore the concept of continuity and change over time and represent these on a timeline.</p>

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<b>Range and depth of knowledge</b>	Looks closely at similarities and differences between objects and places.	Explains how to identify that an object and clothing comes from the past.	Identifies differences between places and buildings in the past and in the present	Finds out about everyday lives of people in the time period studied (including occupations from the past).	Uses evidence to reconstruct everyday life in time studied.	Uses evidence to reconstruct several aspects of everyday life in wider time period studied	Find out about beliefs, behaviour and characteristics of people from the past in order to reconstruct many aspects of everyday life.
<u>Key themes</u>	Talks about similarities and differences in relation to places, people and events.	Identifies similarities and differences from living memory	Recognises why people did things, why events happened in a certain order and what happened as a result.	Explores the use and value of objects from the past and how they were used in different occupations.	Explores the implications of a hierarchical ruling system on society and everyday lives.	Explores several significant historical figures from the past and their continued and lasting influence.	Compare and contrast the roles of men and women in the past compared to the present (including occupations)
<i>Similarity and difference.</i>							
<i>Everyday lives - clothes, toys, artefacts, education, homes/settlements, rich/poor, jobs, transport</i>	Recognises and describes special times, stories or events in their own life and the lives of family members.	Uses words linked to the past.	Uses words linked to the past both orally and in writing.	Uses a growing range of words linked to the past.	Explores and describes the historical, religious and current significance of special places in the past.	Examines the causes and results of significant events and the impact on people	
<i>Religion and beliefs (special stories)</i>	Uses words linked to special times, stories and events.	Explores the use of objects from the past and how their use is different today.			Identifies the key features and events of time studied.		
<i>Significant historical figures</i>	Talks about familiar jobs and occupations.	Explores the different occupations from the past linked to the time period studied.	Identify differences between everyday ways of life at different times in the past (including previously learnt information) compared to the present.	Recognises how language and communication has changed over time.			Recognises how different methods of language and communication have changed the course of history.
<i>Historical terms</i>	Recognises famous people in living memory.	Researches a significant historical figure from the past.		Explores the historical, religious and current significance of special places in the past.	Explores the influence of religion and belief on events from the past.	Compare life within a given time period (early and late times)	
<i>Significant events</i>					Uses words and phrases linked to the past in a	Explores the historical, religious and current	Compare beliefs and behaviour with

			<p>Researches a significant historical figure from the past.</p>	<p>Identifies the reasons for and results of people's actions</p> <p>Compares and contrasts two significant historical periods.</p> <p>Researches a significant historical figure from the past and explores their influence on the time period.</p>	<p>contextually appropriate way.</p> <p>Identifies the differences between life in the location of the time period studied and the modern day (including occupations)</p> <p>Researches several significant historical figures from the past and explores their influence on the time period.</p>	<p>significance of special places in the past.</p> <p>Suggests what is important for an empire to grow and flourish.</p>	<p>another time period studied.</p> <p>Explores the historical significance of key locations in the past.</p> <p>Write an alternative explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Explores several significant historical figures from the past and their continued and lasting influence on society.</p>
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<b>Historical Interpretation and Enquiry</b>	<p>Comments and ask questions about aspects of their world.</p> <p>Listens and responds to stories from the past. This includes re-telling the story, asking questions and using key non-topic specific language.</p>	<p>Talks about different ways to find out about the past.</p> <p>Recognises why people did things, why events happened and what happened as a result.</p> <p>Identifies differences between ways of life at different times.</p> <p>Compares pictures or photographs of people or events in the past.</p>	<p>Compares two versions of a past event and decides which is more historically valid.</p> <p>Explains why a particular source of information was valuable.</p> <p>Compares and describes pictures or photographs of people or events in the past.</p> <p>Discusses the reliability of photos, accounts and stories.</p> <p>Draws conclusions about why people in the past may have acted in a certain way.</p>	<p>Identifies and give reasons for different ways in which the past is represented.</p> <p>Distinguishes between the validity of different sources to compare different versions of the same story.</p> <p>Looks at various representations of the time period to support an accurate interpretation. Observe small details in artefacts, photos and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and internet for</p>	<p>Uses current images and maps to extract and interpret information about the landscape in the past.</p> <p>Uses evidence to build up a picture of a past event</p> <p>Observes artefacts and objects to make inferences about an historical time period.</p> <p>Identifies the most valuable text books and online resources to present a picture of one aspect of life in time past.</p>	<p>Identifies primary and secondary sources</p> <p>Compares accounts of events from several different sources including fact and fiction.</p> <p>Start to explore the concept of reporting bias and offer some reasons for different versions of events.</p> <p>Use maps and illustrations to infer information and link this to what has been learnt already.</p> <p>Selects relevant sections of information to</p>	<p>Recognises primary and secondary sources</p> <p>Links a wide range of sources (diaries, pictures, photos, artefacts, off-site visit information and ICT) to critically assesses how conclusions were made.</p> <p>Consider ways to check the accuracy of interpretations.</p> <p>Explain how different evidence will lead to different conclusions.</p> <p>Consider the implications of unconscious</p>

				supported research.		summarise learning.  Uses the library and internet for research with increasing confidence.	bias and possible omissions to evidence.  Confidently use the library and internet for extended research.
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<b>Communicating knowledge through...</b>	Discussion Questions Drawing Role play Early writing and labelling	Discussion Drawing pictures Drama/role play Making models Writing Using ICT Populating a time line Ordering cards and images Re-telling stories using shared story maps Labelling diagrams		Discussion and debate Sketching accurate representations Drama/role play Making models using different materials Writing across a range of genres Using ICT to research and present information Drawing and populating a time line Ordering cards and images Re-telling stories using shared story maps Labelling diagrams		Discussion and debate Sketching accurate colour representations Drama/role play/ conscience alley Making models using self-selected and contextually appropriate materials Writing across a range of genres and viewpoints Using ICT to research and present information in different ways Drawing and populating an extended time line Ordering cards and images Re-telling stories using detailed story maps Labelling diagrams	
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<b>Local history – whose footsteps are you walking in?</b>		Changes to a structure over time (St Alban's Cathedral).	The infrastructure of settlements in medieval times (medieval Tring).	The location and infrastructure of Celtic settlements (Verlamion on the River Ver (St Albans)).	The location and development of Verulamium.  How the city's infrastructure was established	Hertfordshire in the early middle ages.  Comparing and contrasting Anglo Saxon	Local History: Letchworth and Welwyn: post war new town planning and its impact on the society

<b>A focus on settlement change through history</b>					and the position and location of Roman roads.	town planning with Roman infrastructure.  Offa and the St Alban's Abbey. The importance of Watling Street.	we live in.  Hatfield: air aircraft manufacture in the second world war.
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