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|  | **LOWERCROFT PRIMARY SCHOOL**  **DRAFT PROGRESSION OF SKILLS IN HISTORY** |

**Essential Learning Objectives for History Showing a Progression of Skills**

1. To investigate and interpret the past
2. To build an overview of world history
3. To understand chronology
4. To communicate historically

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| **Objective 1 - To investigate and Interpret the past** | | |
| **KS1** | **LKS2** | **UKS2** |
| * Observe or handle evidence to ask questions about the past. * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories and online sources to find out about the past. * Identify some of the different ways in which the past has been represented. | Use evidence to ask questions and find answers to questions about the past.  Suggest suitable sources of evidence for historical enquiries.  Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.  Describe different accounts of a historical event, explaining some reasons why the accounts may differ.  Suggest causes and consequences of some of the main events and changes in history. | Use sources of information to deduce information about the past.  Select suitable sources of evidence giving reasons for choices.  Use sources of information to form testable hypotheses about the past.  Seek out and analyse a wide range of evidence in order to justify claims about the past.  Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.  Understand that no single source of evidence gives the full answer to questions about the past.  Refine lines of enquiry as appropriate. |

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| **Objective 2 - To build an overview of world history** | | |
| **KS1** | **LKS2** | **UKS2** |
| Describe historical events.  Describe significant people from the past.  Recognise that there are reasons why people in the past acted the way they did. | Describe changes that have happened in the locality of school throughout history.  Give a broad overview of life in Britain.  Compare some of the times studied with those of other areas of interest around the world.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | Identify continuity and change in history of the locality of school.  Give a broad overview of life in Britain and some major events from the rest of the world.  Compare some of the times studied with those of the other areas of interest around the world.  Describe the social, ethnic, cultural or religious diversity of past society.  Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |

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| **Objective 3 - To understand chronology** | | |
| **KS1** | **LKS2** | **UKS2** |
| * Place events and artefacts in order on a timeline. * Label timelines with words or phrases such as past, present, older, newer. * Recount changes that have taken place in their own lives. * Use dates where appropriate. | Place events, artefacts and historical figures in order on a timeline including dates.  Understand the concept of change over time, representing this, along with evidence, on a timeline.  Use dates and terms to describe events. | Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)  Identify periods of rapid change in history and contrast them with times of relatively little change.  Understand the concept of continuity and change over time, representing them, along with evidence, on a timeline.  Use dates and terms accurately when describing events. |

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| **Objective 4 - To communicate historically** | | |
| **KS1** | **LKS2** | **UKS2** |
| * Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passage of time. * Show an understanding of the concept of nation and a nation’s history. * Show an understanding of concepts such as civilisation, democracy and war and peace. | Use appropriate historical vocabulary to communicate, including:  Dates, time period, era, change, chronology.  Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | Use appropriate historical vocabulary to communicate, including:  Dates, time period, era, change, chronology, continuity, century, decade, and legacy.  Use literacy, numeracy and computing skills competently in order to communicate information about the past.  Use original ways to present information and ideas. |

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| **EYFS Skills** |
| * Talk about past and present events in their own life and of family members. * Use everyday language related to time. |

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| **SUPPORT – Generic history skills** | | | | |
| **P4** | **P5** | **P6** | **P7** | **P8** |
| * Recognise self and other people in pictures of the recent past. * Link the passage of time with a variety of indicators. * Use single words, signs or symbols to confirm the function of everyday items from the past. | * Show appreciation of taking part in past events. * Listen and respond to familiar stories about the past. * Begin to communicate about activities and events in the past. * With prompts or support answer simple questions about historical artefacts and buildings. | * Recognise and make comments about familiar people in pictures of the more distant past. * Communicate some obvious distinctions between past and present experiences. | * Begin to communicate some distinction between the past and present in other peoples’ lives, as well as their own. * Listen to stories about people and events in the past. * Sort objects to given criteria. | * Indicate if personal events and objects belong in the past or present. * Begin to use some common words, signs or symbols to indicate the passage of time. * Recount episodes from own past and some details from other historical events with prompts. * Answer simple questions about historical stories and artefacts. |

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