



Pye Bank History Progression of Skills

Skill	KS1 OBJECTIVES		KS2 OBJECTIVES			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence some events or 2 related objects in order</p> <p>Use words and phrases: old, new, young, days, months</p> <p>Remember parts of stories and memories about the past</p>	<p>Recount changes in own life over time</p> <p>Put 3 people, events or objects in order using a given scale.</p> <p>Use words and phrases such as recently, before, after, now, later.</p> <p>Use past and present when telling others about an event</p>	<p>Use timelines to place events in order.</p> <p>Understand that timelines can be divided into BC and AD.</p> <p>Use words and phrases: century, decade.</p>	<p>Use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p>Use timelines to place and sequence local, national and international events.</p> <p>Sequence historical periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era,</p> <p>Identify changes within and across historical periods.</p>	<p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religions and society.</p> <p>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Describe main changes in a</p>

						<p>period in history using words such as: social, religious, political, technological and cultural.</p> <p>Name date of any significant event studied from past and place it correctly on a timeline.</p>
<p>Knowledge and understanding of past events, people and changes in the past</p>	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Use information to describe the past.</p> <p>Use information to describe differences between then and now.</p> <p>Recount main events from a significant in history.</p> <p>Use evidence to explain reasons</p>	<p>Use evidence to describe past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>Buildings and their uses</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Things of importance to people</i></p> <p><i>Differences</i></p>	<p>Show knowledge and understanding by describing features of past societies and periods.</p> <p>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Give reasons</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Give some causes and consequences of the main events, situations and changes in the periods studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their</p> <p>Use people's beliefs, religion and attitudes;</p>

		<p>why people in past acted as they did.</p>	<p><i>between lives of rich and poor</i></p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Describe similarities and differences between people, events and objects</p> <p>Show changes on a timeline</p>	<p>why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describe how some of the past events/people affect life today.</p>	<p>Identify changes and links within and across the time periods studied.</p>	<p>things of importance to people; differences between lives of rich and poor.</p> <p>Identify how any of above may have changed during a time period.</p> <p>Give own reasons why changes may have occurred, backed up with evidence.</p> <p>Show identified changes on a timeline.</p> <p>Describe similarities and differences between some people, events and objects studied.</p>
--	--	--	--	--	---	--

						Describe how some changes affect life today. Make links between some features of past societies.
Historical interpretation	Begin to identify and recount some details from the past from sources (eg. pictures, stories)	Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understand why some people in the past did things.	Look at 2 versions of same event and identifies differences in the accounts.	Give reasons why there may be different accounts of history.	Look at different versions of the same event and identifies differences in the accounts. Give clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others	Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understands that some evidence is propaganda, opinion or misinformation and that this

						affects interpretations of history.
Historical enquiry	Find answers to simple questions about the past from sources of information (eg. pictures, stories)	<p>Look carefully at pictures or objects to find information about the past.</p> <p>Ask and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p> <p>Estimate the ages of people by studying and describing their features.</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people? What did people do for?'</p> <p>Suggest sources of evidence to use to help answer questions.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'what was it like for a during?'</p> <p>Suggest sources of evidence from a selection</p>	<p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past.</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinions about historical events from a range of sources.</p>

				provided to use to help answer questions.		
--	--	--	--	---	--	--