



DOG KENNEL HILL PRIMARY SCHOOL

History Progression of Knowledge and Skills Map



| KNOWLEDGE /SKILL | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| CHRONOLOGY | Sequence events or objects in chronological order | Sequence artefacts closer together in time. Sequence events sequence photos etc from different periods of their life. Describe memories of key events in lives. | Place the time studied on a timeline. Sequence several events or artefacts. Use dates related to the passing of time. | Place events from period studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g. BCE/AD | Place current study on timeline in relation to other studies. Know and sequence key events of time studied. Use relevant terms and periods labels. Relate current studies to previous studies. | Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a timeline. Make comparisons between different times in history |
| RANGE AND DEPTH OF HISTORICAL KNOWLEDGE | Begin to describe similarities and differences in artefacts. Use a range of sources to find out characteristic features of the past. | Find out about people and events in other times collections of artefacts. Confidently describe similarities and differences. Use drama to develop empathy and understanding (hot seating, sp. and listening). | Use evidence to reconstruct life in time studied. Identify key features and events look for links and effects in time studied. Offer a reasonable explanation for some events. Develop a broad understanding of an | Use evidence to reconstruct life in time studied. Identify key features and events look for links and effects in time studied. Offer a reasonable explanation for some events. | Study different aspects of life of different people – differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied compare | Find about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied. |



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| | | Study changes through the lives of significant individuals (e.g. Henry VIII) | ancient civilisation (e.g. Ancient Egypt). | | an aspect of life with the same aspect in another period. Study an ancient civilization in detail (e.g. Ancient Greece). | Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. |
| INTERPRETATIONS OF HISTORY | Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). | Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. | Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period e.g. British and Horniman Museum. | Look at the evidence available. Begin to evaluate the usefulness of different sources e.g. internet. Use of textbooks and historical knowledge. | Compare accounts of events from different sources. Are they fact or fiction? Offer some reasons for different versions of events. | Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations, fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confident use of the internet/library etc. for research. |



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| HISTORICAL ENQUIRY | <p>Sort artefacts "then" and "now" (e.g. Toys topic)</p> <p>Use as wide a range of sources as possible.</p> <p>To ask and answer questions related to different sources and objects.</p> | <p>Use a source to ask why, what, who, how, where questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Use of timelines.</p> <p>Discuss the effectiveness of sources.</p> | <p>Use a range of sources to find out about a period.</p> <p>Observe small details using artefacts, pictures.</p> <p>Select and record information relevant to the topic.</p> <p>Begin to use the library, e-learning for research their own questions.</p> | <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p> | <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p> | <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p> |
| ORGANISATION AND COMMUNICATION | <p>Communicate knowledge and understanding through timelines (3D with objects/ sequential pictures). Drawing.</p> <p>Drama/roleplay.</p> <p>Create a Toy Museum</p> | <p>Class display/ museum annotated photographs</p> <p>ICT</p> <p>Writing (reports, labelling, simple recount).</p> | <p>Communicate knowledge and understanding in a variety of ways such as in discussions, pictures, writing, annotations.</p> | <p>Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set display findings in a variety of ways.</p> <p>Work independently and in groups.</p> | <p>Fit events into a display sorted by theme time.</p> <p>Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms such as working independently and in groups showing initiative.</p> | <p>Select an aspect of study to make a display (e.g. WW2 display).</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations.</p> |