



Bramham and Shadwell Federation



History Progression of Skills

Skill Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> * Sequence events or objects in chronological order. 	<ul style="list-style-type: none"> * Sequence events & objects in chronological order using a given scale. * Use terms about the passing of time (<i>before, modern, long ago, then</i>). * Make distinctions between aspects of their own lives & past times. 	<ul style="list-style-type: none"> * Place the time period studied on a timeline, sequencing simple events or artefacts. * Use vocabulary related to the passing of time. 	<ul style="list-style-type: none"> * Place events from period studied on a timeline. * Use terms related to the period and begin to date events. * Understand more complex terms eg. BCE/AD and apply these on a timeline. 	<ul style="list-style-type: none"> * Place current study on timeline in relation to other historical periods studied (e.g. stone age, bronze age, Romans, Anglo-Saxons and Vikings). * Use relevant terms and period labels. * Make comparisons between different times in history. 	<ul style="list-style-type: none"> * Place current study on a timeline in relation to other studies. * Sequence up to ten events on a timeline. * Use knowledge and understanding to describe the characteristic features of past societies and periods. * Understand how some historical events occurred concurrently in different locations ie. Ancient Egypt & Prehistoric Britain.
<i>Lesson examples</i>	<ul style="list-style-type: none"> * Sequence school day/days of the week * Sequence photos of people of different ages * Time vocabulary 	<ul style="list-style-type: none"> * Sequence the seasons/months of the year. * Sequence events in their life. * Sequence 3 or 4 artefacts from distinctly different periods of time. * Describe memories of key events in lives. 	<ul style="list-style-type: none"> * Place the time period studied on a simple timeline. * Sequence a small number of events. 	<ul style="list-style-type: none"> * Place the events from the period studied on a timeline (incl. BCE/AD). * Sequence several events. * Use terms related to the period and begin to date events. 	<ul style="list-style-type: none"> * Know and sequence key events of time period studied * Use relevant terms and periods labels. * Relate current studies to previous studies. * Use words such as era, period, century, decade to describe the passing of time. * To name the date of any significant event from the past that has been studied, and place it correctly on a timeline 	<ul style="list-style-type: none"> * Sequence up to 10 events from the period studied on a timeline * Make comparisons of changes within and across different periods. * Use words such as era, period, century, decade to describe the passing of time. * To name the date of any significant event from the past that has been studied & the main legacies left behind, and place them correctly on a timeline.

					<i>(eg. children given pictures of key people/features from each major point in history such as a caveman, a wheel, Roman soldiers hat, typical Anglo-Saxon home, Viking long-boat, gas mask, atomic bomb).</i>	
Knowledge & understanding of events, people and changes in the past	<ul style="list-style-type: none"> * Recall some facts about people & events before living memory. * State why people might have acted the way they did. 	<ul style="list-style-type: none"> * Use information to describe the past. * Describe the key differences between then and now. * Look at evidence to give & explain reasons why people in the past may have acted in the way they did. * Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> * Use evidence to describe a range of aspects from the past, eg. culture or leisure activities, clothes, way of life/actions, buildings, etc and compare with our life today. * Identify reasons for and results of people's actions. 	<ul style="list-style-type: none"> * Use evidence to describe what was important to people from the past. * Use evidence to show how the lives of rich and poor people from the past differed. * Describe similarities & differences between people, events & artefacts studied. * Look for links & effects in the time period studied. * Describe how some aspects that have been studied from the past affect or influence life today. 	<ul style="list-style-type: none"> * Choose reliable sources of information to find out about the past. * Give reasons why changes may have occurred, backed up by evidence. * Describe similarities & differences between some people, events & artefacts studied. * Describe how historical events studied affect or influence life today. * Offer reasonable explanations for some events. * Make links between some of the features of past societies <i>(eg. religion, houses, society)</i>. 	<ul style="list-style-type: none"> * Choose reliable sources of information to find out about the past. * Give reasons why changes may have occurred, backed up by evidence. * Examine causes and results of great events and the impact on people. * Describe and explain how historical events studied affect or influence life today. * Explain the links between some of the features of past societies <i>(eg. religion, houses, society, technology)</i>.
Lesson examples	<ul style="list-style-type: none"> * <i>Facts linked to the first man on the moon.</i> * <i>Where did some of the world's explorers travel to?</i> 	<ul style="list-style-type: none"> * <i>Differences between first aeroplanes & modern day.</i> * <i>Why do we remember Florence Nightingale?</i> 	<ul style="list-style-type: none"> * <i>Compare the different houses from prehistoric times & compare with modern day.</i> * <i>Why did many tribes fight each</i> 	<ul style="list-style-type: none"> * <i>Examine artefacts and deduce their purpose. How do these differ today or from other time periods.</i> 	<ul style="list-style-type: none"> * <i>Study an Ancient Civilization in detail. Use knowledge and understanding to describe the characteristic features of the Mayans/ Ancient</i> 	<ul style="list-style-type: none"> * <i>How has society changed over time between different time periods?</i> * <i>What were the causes/ impacts of WW2? Reasons why WWI started; how this then led to the rise of Hitler</i>

			other? What were the impacts?		Greeks * Examine causes & results of Ancient Greek wars and the impact on the people.	and WWII. * Understand, ask and respond to questions considering which countries were, axis, allies and neutrals and why certain countries swapped sides. * Which information source would be chosen as the most reliable to learn about WW2?
Historical Interpretation	* Begin to identify different ways to represent the past (eg. photos, stories, adults talking about the past).	* Identify different ways to represent the past.	* Explore the idea that there are different accounts of history.	* Look at different versions of the same event in history and identify differences. * Know that people in the past represent events or ideas in a way that persuades others.	* Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. * Give reasons why there may be different accounts of history. * Evaluate evidence to choose the most reliable forms.	* Evaluate evidence to choose the most reliable forms. * Know that people both in the past and now have a point of view and that this can affect interpretation. * Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Lesson examples	* Look at books, digital technology, photographs, pictures & artefacts to find out about the past. * Read different versions of the same story. * Look at different illustrations of the same person. * Discuss different versions of an event at school.	* Look at and use books & pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites & the internet to find out about the past. * Use stories to encourage children to distinguish between fact & fiction.	* Watch some simple films or read simple book extracts which portray different accounts of history.	* Compare a (Disney) film portraying a historic character with other evidence. How do the accounts differ?	* Compare written evidence about why the Mayan Civilisation ended. * Why are there different accounts of history? * Which is the most reliable source? * Evaluate evidence on the local area and decide which is the most accurate evidence if accounts vary. * Discuss how the Spartans are now regarded as brutal fighters but in Ancient	* Evaluate propaganda posters from WW2. What point of view were they portraying? Why? The difference between the portrayal of Hitler and Churchill in the UK, USA and Germany. Questioning- would people in the UK think in the same way as the German population? Why? * Find supporting evidence for different accounts of historic events or people.

					<i>Greece times they were seen as heroic, brave and fierce.</i>	
Historical Enquiry	<ul style="list-style-type: none"> * Explore events, look at pictures & ask questions eg. 'Which things are old & which are new?' or 'What were people doing?' * Look at objects from the past & ask questions eg. 'What were they used for?' and try to answer. 	<ul style="list-style-type: none"> * Ask questions about the past. * Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> * Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums & galleries as evidence about the past. * Ask questions & find answers about the past. 	<ul style="list-style-type: none"> * Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums & galleries to collect evidence about the past. * Ask questions & find answers about the past. 	<ul style="list-style-type: none"> * Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums & galleries to collect evidence about the past. * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. * Investigate own lines of enquiry by posing questions to answer. * Begin to identify primary and secondary sources. 	<ul style="list-style-type: none"> * Begin to select and combine information from historical sources to support an historical enquiry and evaluate its success. * Evaluate which historical questions are useful to answer specific enquiries and evaluate the success of strategies.
Lesson examples	<ul style="list-style-type: none"> * Use a source – handle, question, observe & sketch. * Distinguish between old and new. 	<ul style="list-style-type: none"> * Sort artefacts into then and now. * Sequence collections from different periods – similarities & differences. * Use a source – handle, question, observation, sketch, why, what, who, how, where. 	<ul style="list-style-type: none"> * Use a small range of sources to find out about eg. Ancient Egypt. * Choose relevant material to present a picture of one aspect of life in Ancient Egyptian times. 	<ul style="list-style-type: none"> * Use a range of sources to find out about eg. Romans. * Choose a variety of relevant material to present a picture of one aspect of life in Roman times. 	<ul style="list-style-type: none"> * Confidently use online research & photographs to learn about the lives of the Mayans or Ancient Greeks. * Teacher led discussions about what the Romans invented e.g. aqueducts, concrete, underfloor heating. * Investigate what the Ancient Greeks invented. Compare their findings to what the Romans 	<ul style="list-style-type: none"> * Use a range of sources to find out about an aspect of WW2. * Teacher led discussions into questions still unanswered about WWII- eg. why did the German population not do more to stop the holocaust? Why did the Berlin Olympic games go ahead? Why is there no exact figure for how many Jewish people died?

					<p><i>developed.</i> <i>* Investigate and use information from local historical societies to decide aspects which are important about the locality.</i></p>	<p><i>* Discuss reliable and non-reliable sources on the internet. How do we know something we are reading on the internet is true? Show children a credible and non-credible website. Compare the two (annotate).</i> <i>* Bring knowledge gathered from several sources together in a fluent account.</i></p>
Organisation and communication	<p><i>* Sort events or objects into groups.</i> <i>* Tell stories about the past.</i> <i>* Talk, write & draw about things from the past.</i> <i>* Use timelines to order events or objects.</i></p>	<p><i>* Describe objects, people or events in history.</i> <i>* Use timelines to order events, objects or place significant people.</i> <i>* Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling & using IT.</i></p>	<p><i>* Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling & using IT.</i></p>	<p><i>* Communicate ideas about the past, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling & using IT.</i></p>	<p><i>* Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling & using IT and making appropriate use of dates and some specialist terms.</i> <i>* Plan & present a self-directed project or research about the studied period.</i></p>	<p><i>* Communicate ideas about the past in a more structured way, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling & using IT, making appropriate use of dates & some specialist terms.</i> <i>* Plan & present a self-directed project or research about the studied period.</i></p>
Lesson examples	<p><i>* Sort events or objects into groups (ie. then and now).</i> <i>* Discussion about how seaside holidays have changed from photos shown. What might an astronaut need to take to the moon?</i> <i>* Drama/role-play linked to Neil</i></p>	<p><i>* Annotated photographs/diagrams of dinosaurs.</i> <i>* Drama/role-play linked to Wright Bros, Florence Nightingale, Mary Anning.</i> <i>* Diary recount of Florence Nightingale & Mary Seacole.</i></p>	<p><i>* Explanation text on the process of mummification.</i> <i>* Diary recount of Stone-Iron Age people.</i> <i>* Drama/role-play on Howard Carter's discovery of Tutankhamun's tomb.</i></p>	<p><i>* Display findings about the Roman Empire's impact on Britain (Word document)</i> <i>* Drama/role-play on Boudicca's rebellion against the Romans.</i> <i>* Diary recount of an Anglo-Saxon.</i></p>	<p><i>* Powerpoint presentation on an aspect of the Ancient Greek Civilisation.</i> <i>* Produce a historical leaflet for people interested in learning about the history of Shadwell or Bramham.</i> <i>* Drama/role-play of the Conquistadors meeting with the Mayans.</i></p>	<p><i>* Plan & carry out individual investigation on the similarities and differences between Winston Churchill and Adolf Hitler.</i></p>

	<i>Armstrong first stepping on the moon, the Queen's coronation, Raleigh stepping onto American soil.</i>					
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* Geography skills are integrated with history skills in KS1. In KS2, links are made where appropriate to previous learning. eg. Year 3 – How did people from the Bronze/Iron Age in the UK use the land and how has land use changed today.

* SMSC links are fully embedded within History lessons.

Bramham-Shadwell specific history links

Cross-curricular links