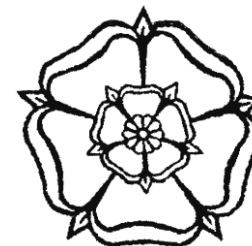




Thornton-in-Craven Community Primary and Nursery School

Cam Lane, Thornton-in-Craven, North Yorkshire, BD23 3SX



History Progression of Skills

Due to mixed age classes some of these skills will be taught outside of a pupil's chronological age.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Enjoy listening to longer stories and remember much of what happens. C&L</p> <p>Begin to make sense of their own life story and family's history. UTW</p>	<p>Connect one idea or action to another C&L</p> <p>Describe events in some detail C&L</p> <p>Retell the story once they have developed a deep familiarity with the text C&L</p> <p>Talk about members of their immediate family and community UTW</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc... from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg. BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>

		Talk about the lives of the people around them and their roles in society ELG						
Range and depth of historical knowledge	Use a wider range of vocabulary C&L	Learn new vocabulary C&L Use new vocabulary throughout the day C&L Understand the past through settings, characters and events encountered in books read in class and storytelling ELG	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects 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 an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied 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

<p>Interpretations of history</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story. C&L</p> <p>Engage in extended conversations about stories, learning new vocabulary. LITERACY</p>	<p>Engage in story times C&L</p> <p>Listen and talk about stories to build familiarity and understanding C&L</p> <p>Use new vocabulary in different contexts C&L</p> <p>Engage in non-fiction books C&L</p> <p>Listen to and talk about selected non-fictions to develop a deep familiarity with new knowledge and vocabulary C&L</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>
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Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

ELG

<p>Historical enquiry</p>	<p>Understand why questions C&L</p> <p>Being able to express a point of view and debate this C&L</p> <p>Use some of their print and letter knowledge in early writing LITERACY</p> <p>Talk about what they see, using a wide vocabulary UTW</p>	<p>Ask questions to find out more and to check they understand what has been said to them C&L</p> <p>Comment images of familiar situations in the past UTW</p> <p>Compare and contrast characters from stories, including figures in the past UTW</p> <p>Write short sentences LITERACY</p>	<ul style="list-style-type: none"> •Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> •Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</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 and internet 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 gathered from several sources together in a fluent account</p> <p>Confidently use the library and internet for re Search</p>
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<p>Organisation and communication</p>	<p>Take part in simple and pretend play EA&D</p> <p>Begin to develop complex stories using small world equipment EA&D</p> <p>Make imaginative and complex small worlds. EA&D</p>	<p>Develop story lines in their pretend play EA&D</p>	<p>Communicate their knowledge through:</p> <p>Discussion.... Drawing pictures... Drama/role play..</p> <p>Making models..... Writing... Using ICT...</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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