

Sylvester Primary Academy progression of skills document

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Chronological understanding</p>	<p>Sequence some events or 2 related objects in order of time – up to 100 years (intervals of 10)</p> <p>Uses words and phrases: old, new, young, days, and months. A log time ago.</p> <p>Remembers parts of stories and memories about the past</p>	<p>Recount changes in own life over time and compare that to relatives from different eras.</p> <p>Puts 3 or more people, events or objects in order using a given scale- beyond 100 years.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order (intervals of 10/100)</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Uses timelines with intervals of 10/100/1000 years.</p> <p>Begins to appreciate length of time for different periods.</p> <p>Divides 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>Uses words and phrases: century, decade, BC, AD, after, before, during.</p>	<p>Uses timelines to place and sequence 5 or more events)</p> <p>Begins to design own timeline to sequence events learned.</p> <p>Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, and period.</p> <p>Identifies changes within and across historical periods.</p> <p>Use mathematical skills to round up time differences..</p>	<p>Creates own timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate periods of time and passing of time.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p> <p>Use mathematical knowledge to work out how long ago things happened</p>
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Knowledge and understanding of past events, people and changes in the past	Tell the difference between past and present in own and other people's lives.	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p> <p>Recounts main events from a significant in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to describe past:</p> <p>Houses settlements Culture and leisure Clothes, way of life actions of people Buildings and their uses People's beliefs and attitudes Things of importance to people</p> <p>Differences between lives of rich and poor</p> <p>Uses evidence to find out how any of these may have changed</p>	<p>Describe features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons 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>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Compare and contrast at least one aspect of</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 uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, <u>backed</u> up with evidence.</p> <p>Shows identified changes on a timeline.</p>

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			<p>during a time period.</p> <p>Describes similarities and differences between people, events and objects Shows changes on a timeline.</p>	<p>Describes how some of the past events/people affect life today.</p>	<p>Victorian life with present day.</p> <p>MA- compare within another period! Eg Clothes in Roman v Victorians v present etc</p> <p>KEY TERMS EMPIRE MONARCHY GOVERNMENT</p>	<p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today. Makes links between some features of past societies.</p> <p>KEY TERMS EMPIRE MONARCHY GOVERNMENT VALIDITY BIAS PROPAGANDA</p> <p>Summarise main events from a period in history</p> <p>Summarise how Britain has had a major influence on the world</p>
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Historical interpretation	Begins to identify and recount some details from the past from sources (e.g. pictures, stories)	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.	Looks at two versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

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Historical enquiry	<p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p>	<p>Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' Estimates the ages of people by studying and describing their features.</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'How did people? What did people do for?' Suggests sources of evidence to use to help answer questions.</p>	<p><i>Understands the difference between primary and secondary sources of evidence.</i> Uses documents, printed sources, ICT, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'What was it like for a during?' Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions</p>	<p>Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.</p>

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Organisation and communication	Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as monarch, settlement, invade</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>

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