



# Backworth Park Primary School Knowledge and Skills Progression Grid History

	Chronological Understanding	Range and depth of historical knowledge	Interpretations of history	Historical Enquiry	Organisation and Communication
Year 1	<p>Place the time studied on a time line in relation to previous learning.</p> <p>Sequence events in their life.</p> <p>Compare objects, ordering according to time (trains).</p>	<p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe the difference between past and present in their own and the lives of others.</p> <p>Know and recount episodes from stories about the past.</p> <p>Explore changes over time for example the history of trains.</p> <p>Explore the life of a significant individual for example, George Stephenson.</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>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, photographs.</p>	<p>Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking).</p>
Year 2	<p>Place the time studied on a time line in relation to previous learning.</p> <p>Sequence artefacts and check with sources.</p> <p>Describe memories of key events in living memory.</p> <p>Recall key facts about historical events and individuals.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times and now.</p> <p>Explore the Fire of London and the work of Samuel Pepys.</p> <p>Identify how explorers have changed the world we live in through the lives of James Cook and Matthew Henson.</p>	<p>Compare two versions of same event and identify differences in the accounts.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/ accounts/stories.</p>	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>Ask and answer questions.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Choose and use parts of stories and other sources to show that</p>	<p>Describe objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p> <p>Annotate and label diagrams to inform and explain about events and objects from the past.</p>



# Backworth Park Primary School Knowledge and Skills Progression Grid History

		Compare the lives of two significant individuals.		they know and understand key features of events.  Use a wide vocabulary of everyday historical terms.	
Year 3	Place the time studied on a time line in relation to previous learning.  Use dates and terms related to the study unit and passing of time.  Explain several events from different periods in time.	Find out about everyday lives of people in time studied.  Compare life in the past with our life today.  Identify reasons for and results of people's actions.  Understand why people may have wanted to do something.  Compare and contrast the life of people in Britain from Stone Age to Iron Age.  Evaluate the main achievements from the Ancient Egyptian civilisation.	Identify and give reasons for different ways in which the past is represented.  Distinguish between different sources – compare different versions of the same story.  Look at representations of the period.	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Ask and answer questions.  Suggest sources of evidence to use to help answer questions.  Observe small details – artefacts, pictures.  Select and record information relevant to the study.  Begin to use sources for research purposes.	Present findings about the past in different ways.  Use dates and terms with increasing accuracy.  Discuss different ways of presenting information for different purposes.
Year 4	Place events from period studied on time line in relation to previous learning.  Use terms related to the period and begin to date events	Show knowledge and understanding by describing features of past societies and periods studied.  Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.	Evaluate the usefulness of different sources and explain the difference between primary and secondary sources.  Look at different versions of the same event and identify differences in the accounts.	Understands the difference between primary and secondary sources of evidence.  Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.  Uses dates and terms correctly.



# Backworth Park Primary School Knowledge and Skills Progression Grid History

	<p>Understand more complex terms e.g. BC/AD.</p>	<p>Give 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>Describes how some of the past events/people affect life today.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify links and consider effects in time studied.</p> <p>Explore a past society and their successes and failures.</p> <p>Explain aspects of Ancient Greek life – their achievements and influence on the western world.</p> <p>Describe and explain the main events Alexander the Great's reign.</p> <p>Enquire into the impact on the Roman Empire on Britain.</p>	<p>Gives clear reasons why there may be different accounts of history.</p> <p>Know that people (now and in past) can represent events or ideas in ways that persuade others.</p> <p>Review and evaluate 'historical' evidence and reach a judgement as to its reliability and trustworthiness.</p> <p>Use text books and historical articles to extend knowledge.</p> <p>Apply knowledge to discussions and debates.</p> <p>Evaluate and critique the visual, written and archaeological evidence which presently exists and begin to formulate conclusions.</p>	<p>to collect information about the past.</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Enquire using a variety of questions (who, what, where, when, why, how)</p> <p>Reach a conclusion and make a judgment about historical discussions and justify.</p> <p>Realises that there is often not a single answer to historical questions.</p> <p>Use evidence to make a reasoned judgment or informed conclusion.</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, invader.</p>
Year 5	<p>Know and sequence key events of time studied.</p>	<p>Gives some causes and consequences of the main</p>	<p>Compare accounts of events from different sources – fact or fiction.</p>	<p>Use documents, printed sources, the internet, databases, pictures,</p>	<p>Presents structured and organised findings about the past using speaking,</p>



# Backworth Park Primary School Knowledge and Skills Progression Grid History

	<p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Greeks, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p> <p>Reach informed conclusions about different time periods.</p> <p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time</p>	<p>events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Study different aspects of different people e.g. differences between men/women, upper class/working class.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Explore Britain's settlement by Anglo-Saxons and Scots.</p> <p>Explain the significance of individuals.</p> <p>Evaluate life in Anglo-Saxon Britain- The Viking and Anglo Saxon struggle for the United Kingdom to the time of Edward the Confessor.</p>	<p>Hypothesise reasons for different versions of events.</p>	<p>photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p> <p>Identify primary and secondary sources and explain the difference.</p> <p>Apply relevant sections of information.</p>	<p>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>
--	--	---	--	--	---



# Backworth Park Primary School Knowledge and Skills Progression Grid History

<p><b>Year 6</b></p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses these key periods as reference points: BC, AD Romans, The Maya, Anglo-Saxons, Tudors, Victorians and present day.</p> <p>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>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time</p>	<p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p> <p>Conduct a local study from WW2 (Victoria Tunnels).</p> <p>Evaluate the significance of the WW2, Battle of Britain and VE day on modern day Britain.</p> <p>Compare and contrast the Mayan Civilisation with British topics that we have studied.</p> <p>Compare beliefs and behaviour with another time studied.</p>	<p>Describe the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</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>Link sources and work out how we arrived at conclusions.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Demonstrate an understanding that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p> <p>Identify and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p> <p>Distinguish the differences between primary and secondary sources.</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 (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>
----------------------	---	--	---	---	---