

Whole school History skill progression

	<u>1. Events</u>	<u>2. Gather information</u>	<u>3. Subject specific vocabulary</u>
<u>FS1</u>	Discuss events that have happened in their own lives.		
<u>FS2</u>	Pupils will have opportunities to share experiences and knowledge from different parts of their lives with each other.	Pupils will talk about past and present events in their own lives and in the lives of family members, using photographs and objects.	Use words from the vocabulary tiers in everyday conversations.
<u>Y1</u>	Sequence events and objects in chronological order, using time vocabulary (e.g. Now, a long time ago, then).	Use a given range of sources to ask and answer simple questions related to these.	Use key terms, simple words and phrases from teacher-led generated lists.
<u>Y2</u>	Sequence events, photos and artefacts which are closer together in time, using further time vocabulary (e.g. Past, present, in 1666).	Independently use a small range of sources to ask and answer simple questions – why, what, who, how, where.	Independently use key terms, simple words and phrases.
<u>Y3</u>	Identify and give simple reasons for events and changes within a time period.	Use a wide range of given sources to find out about a period. Distinguish between different sources and evaluate their usefulness. Select and record information relevant to the study.	Use dates and terms related to the passing of time. Independently use key topic words to describe and explain.
<u>Y4</u>	Begin to relate events and changes within a time period to prior learning in order to give further reasons.	Ask and answer a variety of questions by independently using a wide range of sources for research. Use evidence to build up a picture of past events and evaluate the usefulness of different sources.	Use terms related to the period and begin to date events independently. Demonstrate an understanding of more complex terms (e.g. BCE/AD).
<u>Y5</u>	Begin to record and communicate knowledge in different ways. Begin to use relevant vocabulary, terms and knowledge to describe and explain.	Begin to identify primary and secondary sources. Use a given range of these to build up evidence about an aspect of the past by selecting relevant sections of information. Compare accounts of events, distinguishing if these are fact or opinion. Offer some reasons for different versions of events.	Use tier 1-3 vocabulary independently

	Be able to place studied period on a given timeline in relation to prior learning. Use relevant vocabulary to describe the order and make comparisons between different times in history.		
Y6	Record and communicate knowledge in self-directed ways, using relevant vocabulary, terms and knowledge to describe and explain.	Recognise primary and secondary sources. Independently select and use a range of sources to find out about an aspect of the past, checking the accuracy of interpretations. Create a coherent and fluent account of the past using gathered knowledge.	Use tier 1-3 vocabulary independently and consistently
	Independently place studied period on a timeline in relation to prior learning, using relevant dates and vocabulary to sequence up to ten events.		

Assessment Rubrics

KS1

1.1 - Be able to order events chronologically.		1.2 - Be able to gather information from simple sources.		1.3 – Be able to use key terms, words and phrases to describe and explain historical events.	
Stage 1 - Sequence events and objects in chronological order, using time vocabulary (e.g. Now, a long time ago, then).	Stage 2 - Sequence events, photos and artefacts which are closer together in time, using further time vocabulary (e.g. Past, present, in 1666).	Stage 1 - Use a given range of sources to ask and answer simple questions related to these.	Stage 2 – Independently use a small range of sources to ask and answer simple questions – why, what, who, how, where.	Stage 1 – Use key terms, simple words and phrases from teacher-led generated lists.	Stage 2 – Independently use key terms, simple words and phrases.

LKS2

2.1 - Be able to give some reasons for particular events and changes.		2.2 - Be able to gather information from simple sources.		2.3 – Be able to use key terms, words and phrases when describing and explaining historical events.	
Stage 3 - Identify and give simple reasons for events and changes within a time period.	Stage 4 – Begin to relate events and changes within a time period to prior learning in order to give further reasons.	Stage 3 - Use a wide range of given sources to find out about a period. Distinguish between different sources and evaluate their usefulness. Select and record information relevant to the study.	Stage 4 - Ask and answer a variety of questions by independently using a wide range of sources for research. Use evidence to build up a picture of past events and evaluate the usefulness of different sources.	Stage 3 - Use dates and terms related to the passing of time. Independently use key topic words to describe and explain.	Stage 4 - Use terms related to the period and begin to date events independently. Demonstrate an understanding of more complex terms (e.g. BCE/AD).

UKS2

3.1 – Be able to find out about aspects of the past from a range of sources.		3.2 – Be able to describe and identify reasons for results of historical events, situations and changes in the periods they have studied.		3.3 – Be able to place events, people and changes in the periods studied into a chronological framework.	
Stage 5 - Begin to identify primary and secondary sources. Use a given range of these to build up evidence about an aspect of the past by selecting relevant sections of information. Compare accounts of events, distinguishing if these are fact or opinion. Offer some reasons for different versions of events.	Stage 6 - Recognise primary and secondary sources. Independently select and use a range of sources to find out about an aspect of the past, checking the accuracy of interpretations. Create a coherent and fluent account of the past using gathered knowledge.	Stage 5 –Begin to record and communicate knowledge in different ways. Begin to use relevant vocabulary, terms and knowledge to describe and explain.	Stage 6 - Record and communicate knowledge in self-directed ways, using relevant vocabulary, terms and knowledge to describe and explain.	Stage 5 - Place studied period on a given timeline in relation to prior learning. Use relevant vocabulary to describe the order and make comparisons between different times in history.	Stage 6 – Independently place studied period on a timeline in relation to prior learning, using relevant dates and vocabulary to sequence up to ten events.