

COOMBE BISSETT SCHOOL HISTORY SUBJECT SKILLS PROGRESSION

	EARLY YEARS (Rec)	KS1 (Y1 & Y2)		Lower KS2 (Y3 and Y4)		Upper KS2 (Y5 and Y6)	
CHRONOLOGY	<p>Past and Present Focus: child's family and beyond. Change over time: seasons, growth, life cycles, memories, birthdays.</p>	Use Timelines Concept of using timeline to represent a series of events: personal context of self and family.	<p>Interpret and Use Timelines Create timelines which show relative relationships between historical events and people.</p>	<p>Compare lengths of time. Create timelines which show the relative lengths of time that events/ cultures lasted as well as their sequence.</p>	<p>Recognise periods of continuity as well as change. Analyse timelines to identify periods of stasis as well as rapid change.</p>	<p>Understand how the periodisation of history is culturally connected. Children explore the idea that the standard labels and divisions of history are constructed by humans and relate to culture and knowledge of that time. e.g. AD/ BC usually now changed to secular CE and BCE. E.g. Stone Age/ Bronze Age linked to technological development and that these labels may not be adopted universally.</p>	
HISTORICAL ENQUIRY ie analysing evidence	<p>Sourcing led by adults. Sourcing is an essential skill for critical analysis. From the very beginning, children can be introduced to the idea that written texts have an author and were written at a particular time. Adults can explore this by e.g. looking at different authors, and asking questions e.g. photos: WHO? WHEN? WHY?</p>	<p>Concept that history is based on evidence. Examine a range of sources. Use the skill of 'stop and source' Ask the questions: WHO? WHEN? WHERE? to analyse evidence.</p>	<p>Analyse evidence to identify similarities or differences e.g. comparing photographs of similar subjects from different eras.</p>	<p>Detailed observation of when are we inferring details are correct More detailed observation of sources particularly during comparison tasks.</p>	<p>Distinguish between primary and secondary sources. Introduce the concept of bias</p>	<p>Begin to contextualise sources. Start to look at multiple sources about a single event and to corroborate these sources.</p>	<p>Detailed discussion corroborating a number of sources, sometimes about one event. Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence.</p>
HISTORICAL INTERPRETATION	<p>Describe events, situations and changes. Within experience of child and family. Compare with peer group.</p>	<p>Describe historical events, situations and changes. Describe experiences of people in the recent past.</p>	<p>Identify and Describe historical events, situations and changes. Identify similarities and differences between situations now and in the past beyond their lifetime.</p>	<p>Describe causes and consequences. Appreciate that events in history can be causally linked.</p>	<p>Identify and describe causes and consequences. Identify causes and effects.</p>	<p>Explain causes and consequences. Find patterns: identify periods of stasis and periods of rapid change. Identify some causes of these rapid changes.</p>	<p>Analyse and explain causes and consequences. Identify factors that precipitate change; explain how change happens e.g. impact of WW1 on the role of women.</p>
HISTORICAL KNOWLEDGE OF EVENTS, PEOPLE AND CHANGES	Identify physical changes over time	<p>Recall some facts about people/events before living memory Say why people may have acted the way they did.</p>		<p>Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past.</p>		<p>Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and</p>	

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			Use evidence to describe buildings and their uses of people from the past	differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
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