



# PARKLANDS JUNIOR SCHOOL SKILLS PROGRESSION



## History

Historical Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Chronology</b>	<p>Creates simple timelines to sequence processes, events, objects within their own experience.</p> <p>Confidently uses vocabulary associated with the past e.g. 'old and new, then and now.</p>	<p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. before, after; at the same time etc.</p>	<p>Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.</p>	<p>Begins to understand historical periods overlap each other and vary in length.</p> <p>Uses more precise chronological vocabulary.</p>	<p>Understands that past civilizations overlap with others in different parts of the world, and that their respective durations vary.</p>	<p>Can accurately place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them.</p>	<p>Places people and events in the correct sequence within and across periods, recognise similarities and differences across periods and spots anachronisms. Uses the correct names for periods of history</p>
<b>Interpretation</b>	<p>Can identify and talk about different accounts of real historical situations.</p>	<p>Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source).</p>	<p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p>	<p>Can describe how different interpretations arise.</p> <p>Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p>	<p>Understands that different accounts of the past emerge for various reasons - different people might give a different emphasis.</p> <p>Understands that Some interpretations are more reliable than others.</p>	<p>Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.</p> <p>Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).</p>	<p>Suggests reasons for differences in interpretations based on the origin or purpose or time of an interpretation or representation, via a simple explanation, which might include what the creator has left out to persuade people of their view.</p> <p>Uses some knowledge to explain why they think an interpretation is correct or limited.</p>



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<p><b>Enquiry</b></p>	<p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts etc.</p>	<p>Can gather information from simple sources to ask and answer questions about the past</p> <p>Can explain <i>events</i> and actions rather than just retell the story.</p>	<p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p>	<p>Can describe and question the origins and purposes of sources using knowledge of periods and civilizations. Asks perceptive questions.</p> <p>Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.</p>	<p>Can explain with examples why a source might be unreliable.</p> <p>Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.</p>	<p>Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.</p> <p>Can construct reasoned arguments about events, periods or civilizations studied.</p>	<p>Uses information from sources to explain aspects of the past.</p> <p>Gives reasons why different types of sources (documents, artefacts, pictures, buildings etc) are more/less useful in different contexts.</p> <p>Questions the reliability of sources.</p> <p>Combines information from sources.</p> <p>Infers information from sources.</p> <p>Suggests reasons why we cannot be sure based on the evidence available/used.</p>
<p><b>Significance</b></p>	<p>Can recognise and describe special times or events for family or friends.</p>	<p>Can recognise and talk about who was important e.g. in a simple historical account.</p>	<p>Understands that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p>	<p>Can identify significance reveals something about history or contemporary life.</p>	<p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p>	<p>Can make judgements about historical significance against criteria.</p> <p>Recognises that Historical significance varies over time, and by the interpretations of</p>	<p>Give reasons why an event may be seen as historically significant e.g. impact! causing change.</p> <p>Compares the significance of events using set criteria like Christine Counsell's 5 Rs.</p>



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						those ascribing that significance (provenance).	
<b>Characteristic Features</b>	Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.	Recognises and describes, in simple terms, some characteristic features of a person or period studied.  Increasingly uses period specific language in explanations.	Can describe main features associated with the period/civilization studied, mostly using period specific language	Can give simple explanations that not everyone in the past lived in the same way.  Consistently uses period specific language in explanations.	Understand that some past civilizations in different parts of the world have some important similarities.  Can identify and make links between significant characteristics of periods/civilization studied and others studied previously.	Can contrast and make some significant links between civilizations/ periods studied.  Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied.	Describes and explains a few key period features (political, economic, social military, and religious) of the period using some historical terms to show a sense of period that includes some diversity.
<b>Continuity and Change</b>	Can match old objects to people or situations from the past.  Can describe how some aspects of life today differ from the past using simple historical vocabulary.	Can talk about similarities and differences not just between then and now but between then and another then.	Can describe some changes in history over a period of time and identify some things which stayed the same.	Can describe and give some examples of a range of changes at particular points in history while some things remained the same.  Can explain why changes in different places	Can give simple explanations with simple examples of why change happened during particular events/ periods.  Understands that there is usually a combination of reasons for any change.  Understands that	Understands that 'changes in different places and periods can be connected.  Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.	Explains why some things changed whilst others remained the same within and across periods, giving the immediate reasons for and results of change and continuity using the terms change and continuity appropriately.



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				might be connected in some way.	changes do not impact everyone in the same way or at the same time.		
<b>Cause and Consequence</b>	Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.	Can describe in simple terms the causes of an important historical event offering at least one example of its results.	Can describe the causes and/or consequences of an important historical event offering more than one example of these.	Can describe with simple examples different types of causes seeing that events happen for various reasons not just human actions.	Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.  Can link causes or explain that one cause might be linked to another making an event much more likely to happen.	Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.	Explains a number of causes for an event, connecting reasons to actions.  Explains a number of consequences of an event, connecting actions to the consequences.  Suggests relationships between the causes.  Suggests a reason why one cause/consequence might be more important or equally important.  Uses key terms like reason, result, cause, consequence and importance.