

Weare History Progression in Skills

Subject	Key Stage 1 History		
Coverage	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. • The lives of significant individuals in the past who have contributed to national and international achievements. • Significant historical events, people and places in their own locality. • Events beyond living memory that are significant nationally and globally 		
	Year 1		Year 2
	Our School Izzard Kingdom Brunel <i>(SS Great Britain and the Great Western Railway)</i>		Fire of London Florence Nightingale Seaside in the Past
Skills	Chronological Understanding	<ul style="list-style-type: none"> • Sequence events in their life • Sequence 3 or 4 artefacts from different periods of time • Match objects to people of different ages • Describe memories and key events in their lives 	<ul style="list-style-type: none"> • Sequence events closer together in time • Sequence photographs from different periods of their lives • Describe key events and when they happened in time.
	Range and Depth	<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and other's lives • Recount episodes from stories about the past 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in times studied • Offer a reasonable explanation for some events
	Interpretation of history	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Consider adults talking about the past and compare experiences 	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people in the past • Discuss the reliability of photos/accounts/stories
	Historical Enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. stories 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations

Subject	Key Stage 2 History		
Coverage	<ul style="list-style-type: none"> • The achievements of the earliest civilizations An overview of where and when they appeared and a detailed study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China • Local History Study <i>(This could also be linked to other areas of History relevant to locality such as Roman, Victorian, Tudor time periods)</i> 		
	Year 3		Year 4
	Ancient Egypt The events of WW2		Ancient Rome <i>(The Roman Empire's impact on Britain)</i> Changes in Britain from the Stone Age to the Iron Age
Skills	Chronological Understanding	<ul style="list-style-type: none"> • Place the time studied on a timeline • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts 	<ul style="list-style-type: none"> • Place events from period on a timeline • Use terms related to the period and begin to date events • Understand more complex terms e.g. BC/AD
	Range and Depth	<ul style="list-style-type: none"> • Find out about everyday lives of people studied • Compare with our lives today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied • Offer a reasonable explanation for some events
	Interpretation of history	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Look at the evidence available • Use various sources to gain historical knowledge • Begin to evaluate the usefulness of the different sources
	Historical Enquiry	<ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use various means of research 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use various means of research and begin independently researching