



# Progression of Skills for History

Year	Autumn	Spring	Summer
Lower school cycle B	<b>Stone Age to Iron Age (Iron Rocks!)</b>	<b>Mountains, rivers and coasts. (Mountain High... River Deep)</b>	<b>The Egyptians (Tomb Raiders)</b>
	<p>Children extract simple information from text/pictures/objects showing basic comprehension. <i>E.g. to make deductions about the lifestyle of Stone Age man from images.</i></p> <p><b>I can use artefacts to find information.</b></p> <p>Children start combining information from more than one source e.g. website, compared with video, oral evidence. <i>E.g. what can we learn about the Bronze Age from secondary sources?</i></p> <p><b>I can use a secondary source</b></p> <p>Can talk about the past in terms of periods. <i>E.g. To understand the term 'Bronze Age' and how archaeological evidence can be used to learn about the ancient past.</i> ( To be taught but not assessed)</p> <p>Children give a simple reason why we might have more than one version. <i>E.g. No-one there recording the event</i></p> <p><b>I can identify more than one viewpoint</b></p>		<p>Can sequence events in simple narrative <i>E.g. when describing the process of mummification.</i></p> <p><b>I can sequence events</b></p> <p>Can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while <i>E.g. when describing the process of mummification;</i></p> <p><b>I can use historical vocabulary</b></p> <p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read. <i>E.g. version of the account of finding a tomb</i></p> <p><b>I can compare different points of view.</b></p>



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Lower School cycle A	What did the Romans do for us? (Rotten Romans)	Natural Disasters and Rainforests (What a disaster!)	Saxons and Vikings (Kingdom Invasion)
	<p>Children see that some sources are more useful than others and can explain why.</p> <p><b>I can consider the usefulness of a source.</b></p> <p>Realises that Ancient means thousands of years ago; Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;</p> <p><b>I can explain the difference between two periods of time</b></p> <p>Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Fishbourne.</p> <p><b>I can explain how new evidence can change ideas.</b></p>		<p>Children start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p> <p><b>I can use different sources to find evidence.</b></p> <p>Uses more sophisticated time markers within, as well as between periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 year.</p> <p><b>I can identify key events within the period of history.</b></p> <p>Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. <i>We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</i></p> <p><b>I can understand that gaps in evidence led to imaginary versions of events.</b></p>



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Upper School cycle B	History of Baghdad (Arabian Nights) and Mexico Study (Los misterios de Mexico)	Local area study (Portsmouth and Space (Out of this world)	Changes and Forces (Flight)
	<p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, We cannot tell for sure. Most evidence suggests.</p> <p><b>I can use questions to test the evidence I have been given.</b></p> <p>Can appreciate ideas of duration and interval</p> <p><b>I can identify the difference between duration and interval.</b></p> <p>Can successfully match simple iconic images to each of the periods studied;</p> <p><b>I can identify iconic image from a period.</b></p>	<p>Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders</p> <p><b>I can question the reliability of a source</b></p> <p>Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz; (to be taught but not assessed)</p> <p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis.</p> <p><b>I can evaluate different viewpoints</b></p> <p>Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge</p> <p><b>I can evaluate the reliability of a source.</b></p>	



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Upper School cycle A	Water as a resource and renewable energy (Fuelling the Future)	Ancient Greek democracy and monarchs past and present (Power!)	Evolution and inheritance (Discovering Darwin- )
		<p>Can consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... .e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</p> <p><b>I can identify what makes a reliable source</b></p> <p>Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. How Elizabeth I is portrayed within a portrait.</p> <p><b>I can compare different interpretations of the past.</b></p> <p>Can successfully match simple iconic images to each of the periods studied; ( To be taught but not assessed)</p> <p>Can make links between three periods in history, comparing, spotting similarities differences e.g. The changes in democracy from Elizabeth 1, William and Mary and Queen Victoria</p> <p><b>I can make links between different periods of time.</b></p>	<p>Offers substantiated reasons why some sources might be treated cautiously.</p> <p><b>I can study sources of evidence and consider the positive and negative of its use.</b></p> <p>Can use dates and specific terms confidently to establish period detail.</p> <p><b>I can confidently talk about dates and link them to the period in history.</b></p> <p>Children grasp that interpretations might differ depending on the aspect that people are looking at.</p> <p><b>I can consider the viewpoint and evaluate it for its interpretation.</b></p>



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		Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life; ( To be taught but not assessed)	
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