

Porter Croft progression of skills for History – 2021

	Y1	Y2	Y3	Y4	Y5	Y6
<i>Chronological Understanding</i>	<ul style="list-style-type: none"> Order a set of events or objects based on when they happen Understand the difference between things that happened in the past and the present Describe things that happen to themselves and other people in the past Identify similarities, differences and changes in time 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Describe things that happened to themselves and other people in the past and present their findings Understand how to put people, events and objects in order of when they happened, using a timeline 	<ul style="list-style-type: none"> Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE Describe and order significant events within the period studied and compare to present day, using dates Use a timeline to place historical periods and events in chronological order and give reasons for their order 	<ul style="list-style-type: none"> Understand that a timeline can be organised into BC/AD, BCE/CE and eras Use mathematical skills to help work out the time differences between certain major events in history Describe and order significant events and dates on a timeline using prepositional language Describe significant events within a period of history and how they have evolved over time 	<ul style="list-style-type: none"> Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales Explain how significant events and dates have impacted on a period of time Research and explain the origins of a concept and its development through time 	<ul style="list-style-type: none"> Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade Independently place features of historical events and people from past societies and periods in a chronological framework Identify and compare changes within and across different periods Argue how a historical concept can have both continuity and change and the impact of this on society
<i>Range & Depth of Historical Knowledge</i>	<ul style="list-style-type: none"> Recall some facts about people/events within living memory Understand how a location has changed over time Describe how a significant person from the past has contributed to society 	<ul style="list-style-type: none"> Use information given to describe events and people beyond living memory Compare and contrast the differences within a locality, over time Give reasons why a significant person in the past may have made decisions in order to bring about change Give examples of how their lives are different to the lives of others in the past 	<ul style="list-style-type: none"> Use information given to describe key features of a time period Identify reasons for and results of peoples actions in the past Identify similarities and differences between social classes 	<ul style="list-style-type: none"> Research what life was like and the key features of a given time period Identify similarities and differences between social classes and the causes behind them Identify reasons for and results of peoples actions in the past and the explain the impact on modern day life 	<ul style="list-style-type: none"> Research and evaluate what life was like and the key features of a given time period Identify similarities and differences between social classes and the causes behind them, within and between time periods Give own reasons why changes may have occurred, backed up by evidence 	<ul style="list-style-type: none"> Research and formulate an opinion about what life would have been like and the key features of a given time period Analyse trends between different social classes and the causes behind them, within and between time periods Create a structured account of a past event, from multiple perspectives

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretation and enquiry of History</p>	<ul style="list-style-type: none"> Explore the different ways in which the past is represented Explore events, look at pictures, objects and artefacts and ask questions to compare Look at books, videos, photographs, pictures and artefacts to build a picture about the past Ask and answer questions about old and new objects 	<ul style="list-style-type: none"> Recall different ways in which the past is represented Ask questions and find out answers about the past Use a wide range of sources, including trips and eye witness accounts to build a picture about the past Identify the difference between primary and secondary sources 	<ul style="list-style-type: none"> Use primary and secondary sources as evidence about the past Ask questions and find answers about the past from a range of sources Explore the idea that there are different accounts of history and why they exist Suggest why certain events happened as they did in history Recognise the part that archaeologists have had in helping us understand more about the past 	<ul style="list-style-type: none"> Analyse and evaluate primary and secondary sources to collect evidence about the past Ask questions and find answers about the past, from a range of sources, evaluating the reliability Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis Know that people in the past represent events or ideas in a way that persuades others 	<ul style="list-style-type: none"> Compare and contrast primary and secondary sources to collect evidence about the past Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing probing questions to answer Know that people in the past could also have a point of view and that this can affect interpretation Give reasons why there may be different accounts of history Identify how history can impact on the decisions that are made i.e. government, wars, monarchy, crime and punishment Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion 	<ul style="list-style-type: none"> Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints Create a historical account, using existing primary and secondary sources as evidence Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation & Communication</p>	<ul style="list-style-type: none"> Time lines (3D with objects/ sequential pictures) writing (reports, labelling, simple recount) using ICT Tell stories and experiences about the past Talk, write, draw and role play events and people from the past 	<ul style="list-style-type: none"> Describe objects, people or events in history, building on others ideas and discussions Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT 	<ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions 	<ul style="list-style-type: none"> select data and organise it into a data file to answer historical questions Present opinions that are contradictory to their own Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions coherently 	<ul style="list-style-type: none"> use appropriate terms, matching dates to people and events Structure a detailed argument or complex narrative on a period of time Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source 	<ul style="list-style-type: none"> Structure talk and debate in both formal and informal ways by grouping arguments by theme Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Greater Depth</p>	<ul style="list-style-type: none"> Give reasons why a story was set in the past Explain why certain objects were different in the past Ask relevant questions, using artefacts provided 	<ul style="list-style-type: none"> Use a timeline to order objects or events chronologically using dates Research the past using multiple sources to find relevant information Explain why different accounts of the past may vary 	<ul style="list-style-type: none"> Use mathematical knowledge to work out how long ago events happened Describe and explain events using cause and effect Begin to use more than one source of information to bring together a conclusion about a historical event 	<ul style="list-style-type: none"> Use mathematical skills to round up time differences into centuries and decades Communicate knowledge and understanding offering points of view based on their research Recognise that people's way of life in the past was dictated by a variety of factors 	<ul style="list-style-type: none"> Explain how major events have impacted on our lives, such as medicine, technology and natural disasters Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past Explore mankind's greatest follies from a specific time period 	<ul style="list-style-type: none"> Compare the advancements from two different time periods Suggest relationships between causes in history Compare mankind's greatest follies from one or more time periods
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language and vocabulary</p>	<p>Difference, object, picture, photograph, Explain, used for, chronological order, recent history, very old before, after historical event past/present succeed/ succession now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, old, new, then, same, different, past, present, after, future, museum, historian</p>	<p>Artefact, invented, source, Research, historian, locality, democracy, revolt eye witness account chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eye-witness, significant, compare, historical, ancient, modern</p>	<p>BC/AD, decade, century, timeline, period, Britons Settlers, settlement invaders/invasion conquer/conquered archaeologist excavate evidence information finding skills historical information distress bloodshed specific reason homesick pre-historic, Neolithic, archaeology, century, primary source, secondary source, second hand, civilisation, cause, consequence, nomadic, Anno Domini, millennium, Before Christ, suffrage</p>	<p>hand combat recent history time difference shaped our lives, wealthy historical viewpoint, point of view, way of life dictated, availability food sources, developments inventions, impact on society, aspect interpretation, gods, goddesses, Caesar, conquer, conquest, legacy, invasion, resistance, democracy, revolt, dark ages, middle ages, continuity, reliable, unreliable, truce, medieval</p>	<p>comparison role of Britain Christian values religious differences 20th Century audience rebellion territory legacy empire, revolution, legislation, reformation, anachronism, interpretation</p>	<p>society summarise major influence world history civilizations changes and continuity persuade viewpoint hypothesis balanced argument advancements causes in history British Empire ruthless relationships monoculture/multicultural society interpretations significance propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, cavalry</p>