Progression of History enquiry skills at Kempshott Junior School

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| **Skills** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronology** | place the time studied on a time line  sequence events or artefacts  use dates related to the passing of time | place events from period studied on a time line  use terms related to the period and begin to date events  understand more complex terms e.g. BC/AD | know and sequence key events of time studied  use relevant terms and periods labels  relate current studies to previous studies  make comparisons between different times in history | place current study on time line in relation to other studies  use relevant dates and terms  sequence up to ten events on a time line |
| **Range and Depth**  **of Historical Knowledge** | find out about everyday lives of people in time studied  compare with our life today  identify reasons for and results of people’s actions  understand why people may have had to do something | use evidence to reconstruct life in time studied  identify key features and events  look for links and effects in time studied  offer a reasonable explanation for some events | study different aspects of life of different people – differences between men and women  examine causes and results of great events and the impact on people  compare life in early and late times studied  compare an aspect of life with the same aspect in another period | find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  compare beliefs and behaviour with another period studied  write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  know key dates, characters and events of time studied |
| **Interpretations of History** | identify and give reasons for different ways in which the past is represented  distinguish between different sources and evaluate their usefulness  look at representations of the period – museum, cartoons, etc. | look at the evidence available  begin to evaluate the usefulness of different sources  use of text books and historical knowledge | compare accounts of events from different sources. Fact or fiction  offer some reasons for different versions of events | link sources and work out how conclusions were arrived at  consider ways of checking the accuracy of interpretations – fact or fiction and opinion  be aware that different evidence will lead to different conclusions  confident use of the library etc. for research |
| **Historical Enquiry** | 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 the library, e-learning for research  ask and answer questions | 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 the library, e-learning for research | begin to identify primary and secondary sources  use evidence to build up a picture of life in time studied  select relevant sections of information  confident use of library, e-learning, research | recognise primary and secondary sources  use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out  bring knowledge gathering from several sources together in a fluent account |
| **Organisation and Communication** | communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode | ·elect data and organise it into a data file to answer historical questions  know the period in which the study is set  display findings in a variety of ways  work independently and in groups | fit events into a display sorted by theme time  use appropriate terms, matching dates to people and events  record and communicate knowledge in different forms· work independently and in groups showing initiative | select aspect of study to make a display  use a variety of ways to communicate knowledge and understanding including extended writing  plan and carry out individual investigations |
| **Topic (as of Sept 2017)** | **Stone/Bronze/Iron Ages/Celts/Romans** | Anglo Saxons/Vikings | Ancient Civilisations (Shang Dynast)/ Changing Power of the Monarchy | WW1/ Ancient Greeks/Mayans |
| **Across KS2 See History policy for teaching steps document.** Find out things from a variety of sources selecting and synthesisingthe information to meet their needs and developing an ability to question its accuracy, bias and plausibility. Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy. Exchange and share information, both directly and through electronic media. Review, modify and evaluate their work, reflecting critically on its quality as it progresses. | | | | |