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 artefactsuse dates related to the passing of time | place events from period studied on a time lineuse terms related to the period and begin to date eventsunderstand more complex terms e.g. BC/AD | know and sequence key events of time studieduse relevant terms and periods labelsrelate current studies to previous studiesmake comparisons between different times in history | place current study on time line in relation to other studiesuse 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 studiedcompare with our life todayidentify reasons for and results of people’s actionsunderstand why people may have had to do something | use evidence to reconstruct life in time studiedidentify key features and eventslook for links and effects in time studiedoffer a reasonable explanation for some events | study different aspects of life of different people – differences between men and womenexamine causes and results of great events and the impact on peoplecompare life in early and late times studiedcompare 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 feelingscompare beliefs and behaviour with another period studiedwrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanationknow key dates, characters and events of time studied |
| **Interpretations of History** | identify and give reasons for different ways in which the past is representeddistinguish between different sources and evaluate their usefulnesslook at representations of the period – museum, cartoons, etc. | look at the evidence availablebegin to evaluate the usefulness of different sourcesuse of text books and historical knowledge | compare accounts of events from different sources. Fact or fictionoffer some reasons for different versions of events | link sources and work out how conclusions were arrived atconsider ways of checking the accuracy of interpretations – fact or fiction and opinionbe aware that different evidence will lead to different conclusionsconfident use of the library etc. for research |
| **Historical Enquiry** | use a range of sources to find out about a periodobserve small details – artefacts, picturesselect and record information relevant to the studybegin to use the library, e-learning for researchask and answer questions | use evidence to build up a picture of a past eventchoose relevant material to present a picture of one aspect of life in time pastask a variety of questionsuse the library, e-learning for research | begin to identify primary and secondary sourcesuse evidence to build up a picture of life in time studiedselect relevant sections of informationconfident use of library, e-learning, research | recognise primary and secondary sourcesuse a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding outbring 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 questionsknow the period in which the study is setdisplay findings in a variety of wayswork independently and in groups | fit events into a display sorted by theme timeuse appropriate terms, matching dates to people and eventsrecord and communicate knowledge in different forms· work independently and in groups showing initiative | select aspect of study to make a displayuse a variety of ways to communicate knowledge and understanding including extended writingplan 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. |