

History Progression of Skills, Objectives and Summative Assessment Criteria: Foundation – Year 6

	<u>CHRONOLOGY</u>	<u>KNOWLEDGE & UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST</u>	<u>INTERPRETATION</u>	<u>ENQUIRY</u>	<u>ORGANISATION & COMMUNICATION</u>
Notes	<p>Progress in this area can be characterised by:</p> <p>Understanding events that are more, or less, important according to specific periods or world history.</p>	<p>Progress in this area can be characterised by:</p> <p>Recognising patterns and categorising events</p> <p>Understanding more abstract concepts and complex reasons</p>	<p>Progress in this area can be characterised by:</p> <p>Understanding what is more and less important</p> <p>Making links and connections between different areas of learning</p>	<p>Progress in this area can be characterised by:</p> <p>Asking and answering more complex questions</p>	<p>Progress in this area can be characterised by:</p> <p>Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.</p> <p>Using greater depth and range of historical knowledge to back up judgements</p>

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Early Years	<p>I can find out about the past and present events in my own life, and those in my family and other people I know.</p>	<p>I can observe, comment on and record similarities, differences, patterns and change within the activities I choose.</p> <p>I can compare artefacts of different times, for example garden and household tools.</p>	<p>I am beginning to ask questions about why things happen and how things work.</p>	<p>I have the opportunities; some adult directed, some child initiated, to investigate, using a range of techniques and senses.</p> <p>I can use different reference materials.</p>	<p>I have opportunities to record findings, for example drawing, writing, making tape or model and photographing.</p>

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Year 1	<p>I can place events and objects in chronological order</p> <p>I can recognise the difference present and past in mine and other people's lives</p> <p>I can use terms associated with the passing of time e.g. old, new days of week</p>	<p>I have factual knowledge and understanding of aspects of the past beyond my living memory.</p> <p>I can recount episodes from stories about the past.</p> <p>I am able to make distinctions between aspects of their own times and past times.</p> <p>I am beginning to recognise that there are reasons why people in the past acted as they did.</p>	<p>I can identify the different ways in which the past represented e.g. through the use of pictures, documents, films, TV, museums and displays.</p>	<p>I can use a range of sources, e.g. artefacts; pictures people sites, documents to find answers to simple questions about the past.</p> <p>I can ask simple questions about the past</p>	<p>I can record work pictorially using labels where appropriate</p> <p>I can use vocabulary appropriate to the scheme of work.</p>

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Year 2	<p>I have a developing sense of chronology: Using terms concerned with the passing of time e.g. last week, when I was a baby, before, after, days of the week, months, years</p> <p>Ordering events and objects</p>	<p>I can show knowledge and understanding of aspects of the past beyond living memory.</p> <p>I am beginning to realise that there are reasons why people acted the way they did.</p> <p>I have some understanding of some of the main events and people studied.</p>	<p>I am beginning to identify some of the ways that the past is represented.</p>	<p>I can answer questions about the past on the basis of simple observations</p> <p>I can handle or observe different sources of information to aid my understanding</p>	<p>I can record work pictorially, in writing and orally to convey an awareness of the past.</p>

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Year 3	<p>I can place events and objects in order</p> <p>I can see that the past can be divided into different periods of time i.e. Victorians</p>	<p>I understand of some events and people beyond living memory</p> <p>I know that life is different to those in the past.</p>	<p>I can answer simple questions from observation or handling of different sources</p>	<p>I am able to handle evidence and answer simple questions</p>	<p>I can record work pictorially, and in writing, using labels where appropriate, through observation.</p> <p>I can begin to use specific vocabulary appropriate to the study/period.</p>

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Year 4	<p>I can use terms related to passing of time i.e. ancient and modern</p> <p>I can begin to use dates and terms i.e. century, AD, BC</p>	<p>I can recognise differences in periods of history</p> <p>I can begin to give reasons why people acted as they did.</p>	<p>I can see that the past is represented in different ways, i.e. time lines, recounts, spoken word, stories and newspaper reports.</p>	<p>I can use different sources of information to build up a picture of an event in the past.</p> <p>I can ask questions about change.</p>	<p>I can use, with confidence, specific vocabulary appropriate to the study/period.</p> <p>I can record work with a clear focus or purpose.</p>

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Year 5	<p>I am beginning to recognise events within chronological periods</p> <p>I can make appropriate use of dates</p> <p>I am familiar with using the terms 19th Century etc and recall some dates</p>	<p>I can demonstrate factual knowledge of Britain and the wider world</p> <p>I can describe some main events, people and changes in history.</p>	<p>I can show that the past has been represented differently in the past</p>	<p>I can select and begin to combine information from different sources.</p> <p>I can compare similarities and differences.</p>	<p>I can produce structured work and identify sources of information relevant for particular tasks</p>

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Year 6	<p>I can make appropriate use of dates</p> <p>I am familiar with using the terms 19th Century etc and recall some dates</p> <p>I can begin to place different periods of history in chronological order and explain key events</p> <p>I can recognise events within chronological periods</p>	<p>I can use my knowledge to describe characteristic features of a period or society</p> <p>I can identify changes and give some reasons and results of events</p>	<p>I can show and explain that the past has been represented differently in the past e.g. that opinions and information has changed through time.</p>	<p>I can select and combine information from different sources with purpose.</p> <p>I can ask historically valid questions about cause and significance.</p>	<p>I can select and combine information from different sources to help me explain an aspect of history.</p> <p>I can use the appropriate terms and dates.</p>