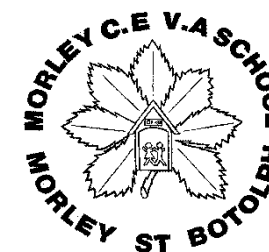




Tacolneston & Morley CE VA Primary Schools Federation



*As each has received a gift, use it to serve one another, as good stewards of God's varied grace
1 Peter 4:10*

Work together, learn together, grow together...

HISTORY PROGRESSION OF SKILLS ASSESSMENT GRID

	R	Y1	Y2
LEARNING	<ul style="list-style-type: none"> comment on images of familiar situations in the past compare and contrast characters from stories, including figures from the past enjoys joining in with family customs and routines Early learning goal - children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, 	<ul style="list-style-type: none"> place known events and objects in chronological order (chronological understanding) sequence events and recount changes within living memory (chronological understanding) use common words and phrases relating to the passing of time (chronological understanding) understand key features of events (understanding of events, people and changes) identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) relate his/her own account of an event and understand that others may give a different version (historical interpretations) 	<ul style="list-style-type: none"> speak about how he/she has found out about the past (organisation and communication) record what they have learned by drawing and writing (organisation and communication) show an awareness of the past, using common words and phrases relating to the passing of time describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historical terms

	<p>and among families, communities and traditions.</p>	<ul style="list-style-type: none"> • find answers to some simple questions about the past from simple sources of information (historical enquiry) • describe some simple similarities and differences between artefacts (historical enquiry) • sort artefacts from 'then' and 'now' (historical enquiry) • ask and answer relevant basic questions about the past (historical enquiry) • talk, draw or write about aspects of the past (organisation and communication) 	<ul style="list-style-type: none"> • ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events] • show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented • describe changes within living memory and aspects of change in national life • describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries • discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell • describe significant historical events, people and places in his/her own locality
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	Y3	Y4
LEARNING	<ul style="list-style-type: none"> • use an increasing range of common words and phrases relating to the passing of time (chronological understanding) • describe memories of key events in his/her life using historical vocabulary (chronological understanding) <p>Refer to End of Key Stage 2 objectives below for context</p>	<ul style="list-style-type: none"> • place some historical periods in a chronological framework (chronological understanding) • use sources of information in ways that go beyond simple observations to answer questions about the past (historical enquiry) • communicate his/her learning in an organised and structured way, using appropriate terminology (organisation and communication) • use historic terms related to the period of study (chronological understanding) • understand that sources can contradict each other (historical interpretations) • use a variety of resources to find out about aspects of life in the past (historical enquiry) <p>Refer to End of Key Stage 2 objectives below for context</p>
	Y5	Y6
LEARNING	<ul style="list-style-type: none"> • use dates to order and place events on a timeline (chronological understanding) • give some reasons for some important historical events (understanding of events, people and changes) • make comparisons between aspects of periods of history and the present day (historical interpretations) • understand that the type of information available depends on the period of time studied • evaluate the usefulness of a variety of sources (historical interpretations) • compare sources of information available for the study of different times in the past (historical enquiry) • present findings and communicate knowledge and understanding in different ways (organisation and communication) • provide an account of a historical event based on more than one source (organisation and communication) <p>Refer to End of Key Stage 2 objectives below for context</p>	<ul style="list-style-type: none"> • describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies • note connections, contrasts and trends over time and show developing appropriate use of historical terms • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • make confident use of a variety of sources for independent research (historical enquiry) • use evidence to support arguments (understanding of events, people and changes) <p>Refer to End of Key Stage 2 objectives below for context</p>

End of Key Stage 2 Objectives and Contexts

LEARNING	<ul style="list-style-type: none">• describe changes in Britain from the Stone Age to the Iron Age• describe the Roman Empire and its impact on Britain• describe Britain's settlement by Anglo-Saxons and Scots• describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor• describe a local history study• describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066• describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China• describe a study of Ancient Greek life and achievements and their influence on the western world• describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
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