

History Skills Progression at Webheath

Threshold Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Investigate and interpret the past	<p>Recognize pictures and objects from the past.</p> <p>Ask questions about the past.</p> <p>Work together to find the answers.</p>	<p>Ask questions about the past and use information to answer them.</p> <p>Identify different ways the past has been represented.</p> <p>Use a wide variety of information to find answers about the past.</p>	<p>Use evidence and sources to answer questions about the past.</p> <p>Describe different accounts of historical events.</p> <p>Select and record relevant information to help answer questions.</p> <p>Use more than one source of evidence in historical enquiry.</p>	<p>Consider and suggest the best sources of evidence to answer questions about the past.</p> <p>Explain why some historical accounts may differ.</p> <p>Construct historical enquiries using suitable sources of evidence.</p>	<p>Use evidence to infer information about the past.</p> <p>Select suitable evidence, with reasons for choices.</p> <p>Understand that no single source of evidence gives the full answer to questions.</p>	<p>Consider the reliability of sources of evidence about the past.</p> <p>Seek out and analyse a wide range of evidence to justify claims about the past.</p> <p>Show an awareness of propaganda and bias.</p> <p>Understand the social context of evidence studied.</p>
Build an overview of world history	<p>Describe historical events.</p>	<p>Describe significant people from the past.</p> <p>Describe what significant people from the past did.</p> <p>Recognise that there are reasons why people acted as they did in the past.</p>	<p>Describe what society in the past was like.</p> <p>Compare times studied with each other.</p> <p>Explain what life was like for people in the past.</p>	<p>Compare different societies with one another.</p> <p>Give a broad overview of life in early and Medieval England.</p> <p>Explain how life in the past differs from modern life.</p>	<p>Describe characteristics of time periods and experiences of different people.</p> <p>Outline changes in historical periods.</p> <p>Make links between different historical periods.</p>	<p>Analyse changes in attitudes throughout history.</p> <p>Investigate the diversity of past societies compared to today.</p> <p>Consider continuity and change throughout history.</p> <p>Investigate continuity and change within the local area.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understand chronology</p>	<p>Use common words and phrases related to passing of time.</p> <p>Recount changes in own living memory.</p> <p>Compare their life with life in the past.</p> <p>Sequence passing of time (e.g. past, present, before, after)</p>	<p>Sequence artefacts and events using timelines.</p> <p>Recount historical events beyond living memory.</p> <p>Use dates where appropriate.</p>	<p>Know the terms AD and BC.</p> <p>Sequence events, artefacts and historical people using dates on a timeline.</p> <p>Understand where civilisations fall within history.</p>	<p>Understand the concept of change over time and be able to represent this.</p> <p>Understand the chronological position of some significant historical eras.</p> <p>Describe events using dates and terms.</p>	<p>Place time periods studied on a timeline with other periods.</p> <p>Identify periods of rapid change in history.</p> <p>Accurately use dates and terms to describe historical events.</p>	<p>Describe changes within main periods of history, using language such as social, religious, political, technological and cultural to describe them.</p> <p>Contrast periods of rapid change in history with periods of relatively little change.</p> <p>Use evidence to represent change and continuity.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communicate historically</p>	<p>Use phrases such as “a long time ago”, “recently”, “when my grandparents were young” to represent passing of time.</p> <p>Recognise a nation’s history.</p>	<p>Show an understanding of the concept of a nation and a nation’s history.</p> <p>Show an understanding of concepts such as civilization, monarchy, parliament, democracy and war and peace.</p>	<p>Communicate information about the past in a variety of ways.</p> <p>Begin to familiarize themselves with historical vocabulary relating to periods studied.</p>	<p>Communicate using appropriate historical vocabulary (dates, time period, era, change, chronology)</p>	<p>Continue to develop historical vocab (century, chronology, legacy, continuity and change).</p> <p>Use literacy, numeracy and computing skills to present information about the past.</p>	<p>Be able to accurately and fluently use historical vocab.</p> <p>Give a balanced argument showing no bias.</p> <p>Present information and ideas about the past in creative and original ways.</p>