Holyport CE Primary School History
PROGRESSION OF Skills

	Disciplinary concept	Historical Enquiry
R	Change and Continuity Being aware of changes that happen throughout the year (e.g. seasons, nature) Cause and Consequence Experiencing cause and effect in play. Similarities and differences Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. Historical significance Recalling special people in their own lives. Sources of evidence Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. Historical interpretations Recognising that different members of the class may notice different things in photographs from the past.	Posing historical questions Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Gathering, organising and evaluating evidence Making simple observations about the past from photographs and images. Interpreting findings, analysing and making connections Making simple observations about the past from photographs and images. Evaluating and drawing conclusions Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings Communicating findings by pointing to images and using simple language to explain their thoughts.
1	Change and Continuity Being aware that some things have changed and some have stayed the same in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. Cause and Consequence Asking why things happen and beginning to explain why with support Similarities and differences Beginning to look for similarities and differences over time in their own lives. Historical significance Recalling special events in their own lives. Sources of evidence Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now. Historical interpretations Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.	Posing historical questions Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts). Gathering, organising and evaluating evidence Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source. Interpreting findings, analysing and making connections Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Evaluating and drawing conclusions Drawing simple conclusions to answer a question. Communicating findings Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)
2	Change and Continuity Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes. Cause and Consequence Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Similarities and differences Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives. Historical significance Discussing who was important in a historical event. Sources of evidence Using artefacts, photographs and visits to museums to ask and answer questions about the past.	Posing historical questions Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Gathering, organising and evaluating evidence Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source. Interpreting findings, analysing and making connections Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers. Evaluating and drawing conclusions Making simple conclusions about a question using evidence to support. Communicating findings Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing.

	Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source. <u>Historical interpretations</u> Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.	
3 and 4	<u>Change and Continuity</u> Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies. <u>Cause and Consequence</u> Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes. <u>Similarities and differences</u> Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. <u>Historical significance</u> Recalling some important people and events. Identifying who is important in historical sources and accounts. <u>Sources of evidence</u> Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures. Identifying sources which are influenced by the personal beliefs of the author. <u>Historical interpretations</u> Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources.	<u>Posing historical questions</u> Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence <u>Gathering, organising and evaluating evidence</u> Using a range of sources to construct knowledge of the past. Defining the terms ‘source’ and ‘evidence’. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources. <u>Interpreting findings, analysing and making connections</u> Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question “How do we know?” <u>Evaluating and drawing conclusions</u> Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today. <u>Communicating findings</u> Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.
5 and 6	<u>Change and Continuity</u> Making links between events and changes within and across different time periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity. <u>Cause and Consequence</u> Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. <u>Similarities and differences</u> Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time. <u>Historical significance</u> Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments. <u>Sources of evidence</u>	<u>Posing historical questions</u> Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others. <u>Gathering, organising and evaluating evidence</u> Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising ‘gaps’ in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. <u>Interpreting findings, analysing and making connections</u> Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources. <u>Evaluating and drawing conclusions</u> Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions. <u>Communicating findings</u> Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral

	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. <u>Historical interpretations</u> Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians.	evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims