

# Russell Hall Primary School



## Russell Hall Skills Progression

	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronological understanding	<ul style="list-style-type: none"> <li>Comment on experiences and events in their own lives</li> <li>Order experiences in relation to themselves and others including stories</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their own life on a timeline</li> <li>Begin to use the language of time</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time -check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on a time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparison between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on a time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>
Range and depth of historical knowledge	<ul style="list-style-type: none"> <li>Discuss key roles people have in the present and past</li> </ul>	<ul style="list-style-type: none"> <li>Understand changes in their own lifetime</li> <li>Recount an event orally or pictorially</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between the past and present in their own and others lives</li> <li>Know and recount</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify difference between ways</li> </ul>	<ul style="list-style-type: none"> <li>Find out about every day lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied</li> <li>Offer a reasonable</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> </ul>

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			episodes from stories about the past	of life at different times	wanted to do something	explanation for some events	<ul style="list-style-type: none"><li>• Compare life in early and late 'times' studied</li><li>• Compare an aspect in another period</li></ul>	<ul style="list-style-type: none"><li>• Compare beliefs and behaviour with another time studied</li><li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li><li>• Know key dates, characters and events of time studied</li></ul>
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Interpretations of history	<ul style="list-style-type: none"> <li>Use images to discuss characters from the past</li> </ul>	<ul style="list-style-type: none"> <li>Use stories and images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources – compare different versions of the same story</li> <li>Look at representations of the period – museums, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinions</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>Answer simple questions about what they have seen in pictures</li> </ul>	<ul style="list-style-type: none"> <li>Answer how and why questions about stories and events</li> <li>Begin to understand</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details –</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an</li> </ul>

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		that pictures, books, computers and artefacts can help us to understand about the past	information e.g. artefacts	simple observations	artefacts, pictures <ul style="list-style-type: none"> <li>• Begin to use the library and internet for research</li> </ul>	present a picture of one aspect of life in time past <ul style="list-style-type: none"> <li>• Ask a variety of questions</li> <li>• Use the library and internet for research</li> </ul>	picture of a past event <ul style="list-style-type: none"> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul>	aspect of time past <ul style="list-style-type: none"> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>
Organisation and communication	<ul style="list-style-type: none"> <li>• Communicate their knowledge through:             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Role play</li> <li>Making models</li> <li>Writing (Reception)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through:             <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Drama/role play</li> <li>Making models</li> <li>Writing</li> <li>Using ICT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms</li> </ul>				