

Springfield Progression of Vocabulary and Skills in History



HISTORY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> * Sequence events in their life * Sequence 3 or 4 artefacts from distinctly different periods of time * Match objects to people of different ages 	<ul style="list-style-type: none"> * Sequence artefacts closer together in time - check with reference book * Sequence photographs etc. from different periods of their life * Describe memories of key events in lives 	<ul style="list-style-type: none"> * Place the time studied on a time line * Use dates and terms related to the study unit and passing of time * Sequence several events or artefacts 	<ul style="list-style-type: none"> * Place events from period studied on time line * Use terms related to the period and begin to date events * Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> * Know and sequence key events of time studied * Use relevant terms and period labels * Make comparisons between different times in the past 	<ul style="list-style-type: none"> * Place current study on time line in relation to other studies * Use relevant dates and terms * Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> * Recognise the difference between past and present in their own and others lives * They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> * Recognise why people did things, why events happened and what happened as a result * Identify differences between ways of life at different times 	<ul style="list-style-type: none"> * Find out about every day lives of people in time studied * Compare with our life today * Identify reasons for and results of people's actions * Understand why people may have wanted to do something 	<ul style="list-style-type: none"> * Use evidence to reconstruct life in time studied * Identify key features and events of time studied * Look for links and effects in time studied * Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> * Study different aspects of different people - differences between men and women * Examine causes and results of great events and the impact on people * Compare life in early and late 'times' studied * Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> * Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings * Compare beliefs and behaviour with another time studied * Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation * Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> * Use stories to encourage children to distinguish between fact and fiction * Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> * Compare 2 versions of a past event * Compare pictures or photographs of people or events in the past * Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> * Identify and give reasons for different ways in which the past is represented * Distinguish between different sources – compare different versions of the same story * Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> * Look at the evidence available * Begin to evaluate the usefulness of different sources * Use text books and historical knowledge 	<ul style="list-style-type: none"> * Compare accounts of events from different sources – fact or fiction * Offer some reasons for different versions of events 	<ul style="list-style-type: none"> * Link sources and work out how conclusions were arrived at * Consider ways of checking the accuracy of interpretations – fact or fiction and opinion * Be aware that different evidence will lead to different conclusions * Confidently use the library and internet for research

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Historical enquiry	<ul style="list-style-type: none"> * Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> * Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> * Use a range of sources to find out about a period * Observe small details – artefacts, pictures * Select and record information relevant to the study * Begin to use the library and internet for research 	<ul style="list-style-type: none"> * Use evidence to build up a picture of a past event * Choose relevant material to present a picture of one aspect of life in time past * Ask a variety of questions * Use the library and internet for research 	<ul style="list-style-type: none"> * Begin to identify primary and secondary sources * Use evidence to build up a picture of a past event * Select relevant sections of information * Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> * Recognise primary and secondary sources * Use a range of sources to find out about an aspect of time past * Suggest omissions and the means of finding out * Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> * Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 			<ul style="list-style-type: none"> * Recall, select and organise historical information * Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> * Select and organise information to produce structured work, making appropriate use of dates and terms.
Vocabulary Passing of time. Measuring of time Abstract terms	<p>Here, now, then, yesterday, last week, last year, long time ago, present, past</p> <p>Hours, weeks, years, decades, centuries</p> <p>artefact, calendar, church, change, King, Queen, local, museum, myths, legends, nation, oral history, parliament.</p>	<p>X years ago, in 1939..., during the reign of..., during the war..., towards the end of the Roman empire, throughout the Egyptian period...</p> <p>AD, BC, , eras</p> <p>Ancient Civilisations, archaeology, aristocracy, Bronze Age, conquest, chronology, Christianity, continuity, discovery, diversity, emperor, global, gods, goddesses, heresay, hunter-gatherer, international, interpretation, Iron Age, rebellion, revolt, settler, slave, significance</p>	<p>Pre 1066, post 1066, X million years ago, X billion years ago, After/before the millennia...</p> <p>Epochs, ACE, BCE, millennia</p> <p>treason, traitor, torture, sacrifice, republic, primary evidence, secondary evidence, execution, empire, democracy, missionary, monastery, colony, crusades, explorer</p>			
Concepts	Continuity, change, cause and consequence; similarity, difference and significance.					