

Pensilva Primary School

Progression of skills for History

	Polzeath		Hollywell		Harlyn	
Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.chronological understanding	Pupils recognise the distinction between present and past in their own and other people's lives They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time Francis Drake Aut 2019	Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past Francis Drake Aut 2019	Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms	Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods		
2.knowledge and understanding of events, people and changes in the past	They know and recount episodes from stories about the past Francis Drake Aut 2019	They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied They are beginning to recognise that there are reasons why people in the past acted as they did. Francis Drake Aut 2019	They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes.	Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes.	Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes.
3.historical interpretations		They are beginning to identify some of the different ways in which the past is represented Francis Drake Aut 2019 - Books, computer - discussions re info / finding info	They identify some of the different ways in which the past is represented	They show some understanding that aspects of the past have been represented and interpreted in different ways.	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.	Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes.

4.historical enquiry	They find answers to some simple questions about the past from sources of information Francis Drake Aut 2019 - visit to Buckland Abbey	They observe or handle sources of information to answer questions about the past on the basis of simple observations. Francis Drake Aut 2019 - visit to Buckland Abbey	They use sources of information in ways that go beyond simple observations to answer questions about the past.	They are beginning to select and combine information from different sources.	Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.	Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
5.organisation and communication				They are beginning to produce structured work, making appropriate use of dates and terms.	They select and organise information to produce structured work, making appropriate use of dates and terms.	They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.

THE LEVEL DESCRIPTIONS Attainment target for history

In history, the level descriptions show progression in the five aspects of the knowledge, skills and understanding set out in the programme of study:

chronological understanding

knowledge and understanding of events, people and changes in the past

historical interpretations

historical enquiry

organisation and communication

The numbers in brackets within the level descriptions identify these aspects. If you select one you will trigger a search for pupils' work that illustrates that aspect.

Level 1

Pupils recognise the distinction between present and past in their own and other people's lives.(1) They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.(1) They know and recount episodes from stories about the past.(2) They find answers to some simple questions about the past from sources of information.(4)

Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past.(1) They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied.(2) They are beginning to recognise that there are reasons why people in the past acted as they did.(2) They are beginning to identify some of the different ways in which the past is represented.(3) They observe or handle sources of information to answer questions about the past on the basis of simple observations.(4)

Level 3

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms.(1) They show knowledge and understanding of some of the main events, people and changes studied.(2) They are beginning to give a few reasons for, and results of, the main events and changes.(2) They identify some of the different ways in which the past is represented.(3) They use sources of information in ways that go beyond simple observations to answer questions about the past.(4)

Level 4

Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.(1) They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods.(1) They describe some of the main events, people and changes.(2) They give some reasons for, and results of, the main events and changes.(2) They show some understanding that aspects of the past have been represented and interpreted in different ways.(3) They are beginning to select and combine information from different sources.(4) They are beginning to produce structured work, making appropriate use of dates and terms.(5)

Level 5

Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.(2) They use this to describe features of past societies and periods and to begin to make links between them.(2) They describe events, people and changes.(2) They describe and make links between events and changes and give reasons for, and results of, these events and changes.(2) They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.(3) Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.(4) They select and organise information to produce structured work, making appropriate use of dates and terms.(5)

Level 6

Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods.(2) They examine and explain the reasons for, and results of, events and changes.(2) Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes.(3) Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.(4) They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.(5)

Level 7

Pupils make links between their factual knowledge and understanding of the history of Britain and the wider world.(2) They use these links to analyse relationships between features of a particular period or society, and to analyse reasons for, and results of, events and changes.(2) They explain how and why different historical interpretations have been produced.(3) Pupils show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically.(4) They sometimes reach substantiated conclusions independently.(4) They select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.(5)

Level 8

Pupils use their factual knowledge and understanding of the history of Britain and the wider world to analyse the relationships between events, people and changes, and between the features of different past societies and cultures.(2) Their explanations of reasons for, and results of, events and changes are set in a wider historical context.(2) They analyse and explain different historical interpretations and are beginning to evaluate them.(3) Drawing on their historical knowledge and understanding, they use sources of information critically, carry out historical enquiries, and reach substantiated conclusions independently.(4) They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.(5)

Exceptional performance

Pupils use their extensive and detailed factual knowledge and understanding of the history of Britain and the wider world to analyse relationships between a wide range of events, people, ideas and changes and between the features of different past societies and cultures.(2) Their explanations and analyses of reasons for, and results of, events and changes, are well substantiated and set in their wider historical context.(2) They analyse links between events and developments that took place in different countries and in different periods.(2) They make balanced judgements based on their understanding of the historical context about the value of different interpretations of historical events and developments.(3) Drawing on their historical knowledge and understanding, they use sources of information critically, carry out historical enquiries, develop, maintain and support an argument and reach and sustain substantiated and balanced conclusions independently.(4) They select, organise and deploy a wide range of relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.(5)