

National Curriculum	Progression of Skills	WTS	EXS	GDS
<p>Chronology - understand significant historical events, people and places in their own locality.</p>	<p>Can realise that historians use dates to describe events</p>	<p>Can create a <b>simple timeline</b> to sequence processes, events, objects within their own experiences</p>	<p>Can <b>realise</b> that historians <b>use dates</b> to describe events</p>	<p><b>Beginning</b> to use <b>time specific phrases</b>, e.g. 1 hundred years ago</p>
	<p>Can use phrases to describe intervals of time e.g. before, after, at the same time, etc</p>	<p>Can confidently use vocabulary associated with the past, e.g. <b>old and new, then and now</b></p>	<p>Can use phrases to describe intervals of time e.g. <b>before, after, at the same time, etc</b></p>	
<p>Characteristic Features - know where the people and events they study fit within a chronological framework</p>	<p>Can recognise and describe, in simple terms, some characteristics features of a person or period studied</p>	<p>Can recognise that <b>buildings, clothing, transport, technology could be different</b> in the past</p>	<p>Can <b>recognise and describe</b>, in simple terms, <b>some characteristics features</b> of a person or period studied</p>	<p>Can <b>describe the main features of the periods</b> studied and is using <b>period specific language</b></p>
	<p>Can use period specific language in explanations</p>	<p>Can <b>show awareness</b> of significant features not seen today</p>	<p>Can use <b>period specific language</b> in explanations</p>	
<p>Continuity and Change - identify similarities and differences between ways of life in different periods</p>	<p>Can talk about similarities and differences not just between then and now but between then and another then</p>	<p>Can match old objects to people or situations from the past e.g. <b>now and then</b>  Can describe how some aspects of life today differ from the past using <b>simple historical vocabulary</b></p>	<p>Can talk about similarities and differences not just between then and now but between <b>then and another then</b></p>	<p>Can <b>identify some changes</b> over time</p>
				<p>Can <b>identify</b> things which have <b>stayed the same</b> over time</p>

Cause and Consequence - understand changes within living memory	Can describe in simple terms the cause and/or the consequence of an important historical event offering more than one example of its result	Can give simple explanations <b>why</b> a person from the past acted as they did and talk about the consequences of those actions	Can describe in <b>simple terms</b> the <b>cause and/or the consequence</b> of an important historical event offering more than one example of its result	Can describe the <b>cause and/or the consequence</b> of an important historical event offering more than one example of its result
Historical Significance – understand events beyond living memory that are significant nationally	Can recognise and talk about who was important e.g. in a simple historical account	Can recognise and describe <b>special times or events for family and friends</b>	Can recognise and talk about <b>who</b> was important e.g. in a simple historical account	Can recognise and talk about <b>why</b> a person or event was significant in History
Historical Interpretation - understand the lives of significant individuals who have contributed to national achievements	Can identify and talk about differences in accounts relating to people or events both from the time (primary source) and from the present (secondary source)	Can identify and talk about <b>different accounts</b> of real historical situations	Can identify and talk about differences in accounts relating to people or events both from the time ( <b>primary source</b> ) and from the present ( <b>secondary source</b> )	Is beginning to <b>recognise different versions of the same event</b>
				Can <b>understand</b> why there may be more than one version of events
Historical Enquiry - be aware of common words and phrases linking to the passing of time	Can gather information from simple sources to ask and answer questions about the past	Can talk about <b>similarities and differences</b> between <b>two or more sources</b> using simple historical terms	Can <b>gather information from simple sources</b> to ask and answer questions about the past	Can <b>understand why and how</b> sources reveal important information from the past
	Can explain events and actions rather than just retell a story	Can talk about past events and <b>use annotations or captions</b> (maybe scribed) to identify important features of picture sources, artefacts, etc	Can <b>explain events and actions</b> rather than just retell a story	
Ask and answer questions	Can ask and answer relevant questions	Can <b>answer</b> relevant questions	Is beginning to ask and can answer <b>2 part historical questions</b>	Can ask and can answer <b>2 part historical questions</b>

Use parts of a story to show they understand key features of events	Can use parts of a story to understand key features of events	Can <b>use parts of a story</b> to understand key features of events	Can <b>clearly explain how or why</b> events within the time period studied happened	
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Question Expectations:

WTS – Simple sentence to explain their thinking, answers may be scribed and *extension sentence could be prompted*

e.g. I think the buildings burnt so fast because they were so close together. *The houses were made from wood.*

EXS – a couple of sentences to explain their thinking, focusing on the same view point

e.g. I think the buildings burnt so fast because the buildings were made of wood and were really close together. The buildings burnt quickly because there were no firefighters to help.

GDS – a short paragraph explaining more than one viewpoint.

e.g. I think the buildings burnt so quickly because the houses were made from wood and had straw roofs, they were also very close together. The fire spread quickly because there weren't many firefighters and they couldn't pass the water fast enough. Today houses are made from bricks and they are more spread out so fires won't spread as quickly.