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| **Lizard history skills progression document** | | | | | | | |
| **Skills** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronology** | I am starting to understand that some things happened in the past through the use of settings, characters and events linked to books and storytelling, as well as their own lives. | I can start to talk about the past and begin to use words to identify the time period. e.g. before, after, a long time ago  I can sequence events in their life on a simple timeline. | I can talk about the past and are able to use common words and phrases relating to the passing of time.  I can explain where people and events fit within a wider time period and use dates for significant events on a timeline. | I can talk about the past in terms of periods e.g.  Ancient Egyptian, Roman Empire, Benin Kingdom  I can use correct terminology to describe events, people, places and artefacts on a timeline | I can use key dates as important markers e.g. , XXXX  I can accurately differentiate within a longer period and understand that some periods ran concurrently e.g. Prehistory-Stone Age-Neolithic, Mesolithic, Palaeolithic. | I can appreciate the idea of duration and interval i.e. how long after X did y happen?  I can use significant time markers to explain the difference between time periods. | I can make links between different periods of history studied and how they relate, coming before or after other periods (link to similarity and difference), appreciating the concurrent historical periods and the significance of a period. |
| **Cause and consequence** | I know that some things in the past have changed and some have stayed the same, e.g. myself, my family, through stories | I can describe some historical events and what happened. | I can recognise what happened as a result of people’s actions or events and describe why they may have happened. | I can identify and suggest general reasons and consequences for historical events, situations, and changes. | I can identify some of the results of historical events, situations, and changes. | I can understand how many different factors can cause change and the consequences of this. | I can provide detailed information about the cause of an event. I can analyse how the consequences of historical events still impact us today. |
| **Similarity and difference** | I can identify similarities and differences between myself and others and my life and others. | I can identify similarities and differences between ways of life in a different period to my own life. | I can identify similarities and differences between ways of life in a different period to my own life. eg people, beliefs and events | I can make simple observations about and describe some of the similarities and differences between different periods, e.g. social, belief, local, individual and ethnic | I can make observations about and describe a growing number of the similarities and differences between different periods, e.g. social, religious, local, individual and ethnic | I can show an understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual and ethnic | I can evaluate and explain the similarities and differences between different periods, which may include their social, local, religious, individual and ethnic implications. |
| **Evidence and perspective** | I can talk about different ways that the past is represented, e.g. stories, artefacts, illustrations, photos. | I can identify different ways that the past is represented, e.g. stories, artefacts, illustrations, photos. | I can identify further different ways that the past is represented e.g. films, song, museum displays | I am aware that different versions of the past may exist and make simple deductions about what a source tells us. | I can start to combine evidence from more than one source.  I can recognise that some sources are more useful than others and can say why. | I can ask questions about what the evidence tells me and base my conclusions on reasoned thought and discussion  I can offer a reason why a source might be unreliable. | I understand that the past is represented and interpreted in different ways and give reasons for this and can offer substantiated reasons why a source might be treated with caution. |
| **Significance** | I know what makes a person significant. | I can recognise and make simple statements about why an event or person was important. | I can recognise and make simple observations about who and why an event or person was significant. | I can begin to identify describe historically significant people and events in the context of the past. | I can describe historically significant people and events in relation to when they were in relation of time. | I can give reasons why some events, people or developments are seen as more significant than others and start to realise the impact on them. | I can identify examples and give reasons why some events, people or developments are seen as more significant than others and the impact that they have had on their own lives today. |

**Skills progression document**

As a group we chose the following concepts because it covers key concepts from the National Curriculum and the phrases matched our thought processes.

We have chosen I can statements as it will support the children to articulate their skills, as well as help teachers to plan and assess children’s learning

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| EYFS/KS1 Skills | Who am I and where do I come from? | Who was to blame and who helped in the Great Fire of London? | How has life changed since Trengrouse, Davy, Trevithick, Stephenson and Bell? | Was Grace Darling a hero? | How have explorers changed our view of the world? | What impact did these significant women have? |
| **Chronology** | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |
| **Cause and consequence** |  | Black Tick Mark - ClipArt Best |  | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |
| **Similarity and difference** | Black Tick Mark - ClipArt Best |  |  |  |  |  |
| **Evidence and perspective** |  |  |  | Black Tick Mark - ClipArt Best |  |  |
| **Significance** |  | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |

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| **KS2 Skills** | How has fishing changed in Cornwall? | Why did the Vikings raid Britain? | Why did the Olympics originate in Greece? | Why did settlements change from Stone Age to the Iron Age? | Why was the Battle of Britain a turning point in WW2? | Why was the …….. civilisation so successful? | Why was the Shang civilisation so successful? | Why did the AS and Scots settle in Britain? | Who were the significant people in Cornish mining? | How has crime and punishment changed from the Anglo Saxons to the present day? | How did the British impact the Benin civilisation? | How did the Romans impact Britain? |
| **Chronology** | Black Tick Mark - ClipArt Best |  |  |  |  | Black Tick Mark - ClipArt Best |  |  |  | Black Tick Mark - ClipArt Best |  |  |
| **Cause and consequence** | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |  | Black Tick Mark - ClipArt Best |  |  | Black Tick Mark - ClipArt Best |  |  | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |
| **Similarity and difference** |  |  | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |  |  | Black Tick Mark - ClipArt Best |  |  | Black Tick Mark - ClipArt Best |  |  |
| **Evidence and perspective** |  |  |  | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |  | Black Tick Mark - ClipArt Best | Black Tick Mark - ClipArt Best |  | Black Tick Mark - ClipArt Best |  |
| **Significance** |  |  |  |  | Black Tick Mark - ClipArt Best |  | Black Tick Mark - ClipArt Best |  | Black Tick Mark - ClipArt Best |  |  | Black Tick Mark - ClipArt Best |

Each unit has a key focus skill, but many units will draw upon various skills as identified by the above. The key skill for a unit is shared in blue to identify it.