

Progression in Skills examples

KS1	Lower KS2	Upper KS2
<p><u>1. Ask Perceptive questions</u> How do I know this is from the past? What is the same? What is different? What do I think change means? Why did it change? Is there anything that hasn't changed? I wonder why... How quickly did this happen? (change, event etc).</p>	<p><u>1. Ask Perceptive Questions</u> Would it have still happened if... What contributed to... Could anything else have contributed to ____? Would anything have prevented this? I wonder why... Was this...necessary? Why is... important? How were they similar/different?</p>	<p>1. <u>Ask Perceptive Questions</u> What contributed to... do you think it is still relevant today? Do you think this change should have happened? Why or why not? What effect do you think...had? Why do you think...happened? What were the consequences of...?</p>
<p><u>2. Weigh Evidence</u> Exploration of visual and concrete resources to gather information. Use of picture books to deepen understanding. Use a variety of these things to form ideas and opinions.</p>	<p><u>2. Weigh Evidence</u> Exploration of primary and secondary sources and ensure the children have an understanding of their difference. Use of artefacts and resources to support this. Planned questioning to allow the children to begin to see different opinions and points of view.</p>	<p><u>2. Weigh Evidence</u> Exploration of primary and secondary sources with an understanding of which are more reliable and why. Begin to formulate questions about the artefacts and resources (such as maps) used and make comparisons with other eras studied Planned questioning to challenge different points of view</p>

<p><u>3. Think Critically and Sift Arguments</u> Use their own experiences alongside information they have gained to decide then and now situations. E.g. What they would prefer? Was it better then or now in your opinion? How was life then different to ours now?</p>	<p><u>3. Think Critically and Sift Arguments</u> Use knowledge of different sources to begin to see how views have differed and changed. Question why and what the views might have been informed by (experiences/social class/lifestyle etc).</p>	<p><u>3. Think Critically and Sift Arguments</u> Consider how the sources and information presented supports their pre-existing conceptions Use own knowledge and skills to continually consider evidence presented and reflect on how their answer to the key question might change. Having been given a viewpoint to argue from, consider how best they can convince others, which arguments and evidence best strengthen their case.</p>
<p><u>4. Develop Perspective and Judgments</u> Use the understanding they now have to...</p> <ul style="list-style-type: none"> • put themselves in that persons shoes • reflect upon how they might have felt during an event • question whether change was necessary and if this change might continue in the future. <p>Would we be living the life we have today if this had happened?</p>	<p><u>4. Develop Perspective and Judgments</u> Have a rounded awareness of time and that the 'past' is everything before 'today'.</p> <p>Realise that although things have happened in the past they are different due to a number of factors e.g. time period, country, people of authority in that time, economy etc.</p> <p>How is the time period being taught different to one they have already studied?</p> <p>Why did this person face different challenges to one they have already studied?</p> <p>What was the impact that this event/person has had on society and life today?</p>	<p><u>4. Develop Perspective and Judgments</u> Use all the learning, combined with their knowledge and skills developed in earlier years, to construct their own reasoned conclusions having researched and argued from one angle, then listened to the contrasting claims of others.</p> <p>Thinking about other History units they have studied consider why societies across the globe and across history may prosper or not.</p> <p>How is a particular society significant to the current world and how does this compare to other time periods studied lower down the school?</p>