

## Primary Phase Skills Progression (History)

### Overview

History allows students to explore Britain's past with curiosity, ask questions and compare now and then. Students can begin to understand the process of change, starting with themselves and extending to the wider world over time. They also explore chronology and how we know about the past through a range of historical sources.

Developing Skills with SOLO taxonomy				
Prestructural	Unistructural	Multi	Relate	Extend
(no verbs – exploring and needs support)	Define Identify Label  (simple procedure)	Memorise Define Name Match Recall Describe Outline List	Sequence Compare and contrast Explain effects Distinguish Question Classify Explain causes Analyse Organise	Generalise Evaluate Prove Justify Predict Reflect Argue Prioritise Construct Generate

Sensory SOLAR P1(i)-P3(ii)	Semi-Formal SOLAR P4-P7	Formal SOLAR P8 onwards (KS3)
<p>Early skills for learning:</p> <ul style="list-style-type: none"> <li>Respond to the teacher</li> <li>Attention during activity</li> <li>Familiar and repetitive actions</li> <li>Engage in activity</li> <li>React to teacher, activity and peers</li> <li>Repeat actions</li> <li>Engage in activity with teacher or peer</li> <li>React to stimuli</li> <li>Express themselves</li> </ul>	<p>Beginning to develop skills for learning:</p> <ul style="list-style-type: none"> <li>Begin to use common words and phrases related to the past</li> <li>Changes in living memory</li> <li>Own past</li> </ul> <p>Significant individuals study (non-statutory)</p>	<p>Extend skills for learning:</p> <ul style="list-style-type: none"> <li>Use a wider range of historical sources and make comparisons, including historical stories</li> <li>Sequence events and understand chronology</li> <li>Explain and understand historical event, people and places</li> <li>Identify key changes</li> </ul>

<ul style="list-style-type: none"> <li>• Early problem solving</li> <li>• Exploration using sensory and practical equipment</li> <li>• Communication</li>   <li>• Myself, class and home - changes</li> <li>• Own timeline</li> <li>• Now and next</li> <li>• Now and then</li> <li>• Old and new</li> </ul>	<ul style="list-style-type: none"> <li>• For example - Queen Victoria, Florence Nightingale, Rosa Parks, Neil Armstrong, LS Lowry</li> </ul> <p>Historical events, places and people in local area (BCM). For example, canals, industry.</p> <p>Use of objects, books, videos, photos, symbols.</p> <p>Beginning to extend skills for learning:</p> <ul style="list-style-type: none"> <li>• Begin to describe changes and events</li> <li>• Ask questions, sequence</li> <li>• Chronology – local, British and wider world history</li> <li>• Begin to link causes and changes</li> <li>• Use a wider range of words and phrases related to the past</li>   <li>• Significant changes in the UK (non-statutory) For example – Iron Age, Roman Empire, Anglo-Saxons, Vikings</li> <li>• A local history study in more depth – significant in locality – industrial revolution</li> </ul> <p>Early Civilisations and achievement, including non-European:</p> <ul style="list-style-type: none"> <li>• For example – Ancient Egypt, China, Ancient Greece, Mayan</li> </ul>	<ul style="list-style-type: none"> <li>• Relate changes and events to modern day</li> <li>• Explain and describe changes over time</li> </ul>
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