St Joseph's Catholic Primary School progression of skills in History

The document below has been designed to show how we at St Joseph's Catholic Primary School provide pupils with a History curriculum that ensures all relevant knowledge and skills are taught/fully covered.

Key Skill Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Talk about significant events in their own life and begin to understand sequences (e.g. first, then, now). Use simple time-related vocabulary (e.g. yesterday, today, tomorrow). Recognise that people grow and change over time. Begin to order familiar events in daily routines.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and Depth of Historical Knowledge	Begin to understand that some things happened in the past and some things are happening now.	Recognise the difference between past and present in their own and others	Recognise why people did things, why events happened and what happened as a result	Find out about everyday lives of people in time studied Compare with our life	Use evidence to reconstruct life in time studied Identify key features and events of time	Study different aspects of different people - differences between men and women	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views

	Talk about members of their family and their roles (e.g. "When Daddy was little..."). Begin to recognise differences between life now and in the past through stories, pictures, and artefacts. Show curiosity about how people lived "a long time ago."	lives They know and recount episodes from stories about the past	Identify differences between ways of life at different times	today Identify reasons for and results of people's actions Understand why people may have wanted to do something	studied Look for links and effects in time studied Offer a reasonable explanation for some events	Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of lie with the same aspect in another period	and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of History	Listen to and engage with stories about the past (e.g. traditional tales or family stories). Notice differences and similarities between past and present settings in books or photographs. Begin to understand that people may remember things differently or have different experiences.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research

Historical Enquiry	Use curiosity and questioning to explore objects and stories from the past (e.g. “What is this?” “Who used it?”). Handle artefacts with interest. Ask simple questions about people and events in pictures or books. Observe changes over time (e.g. seasons, growth, decay).	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Talk about past events using complete sentences. Use drawing, role play, and models to represent events they have learned about. Use simple historical vocabulary in discussion (e.g. old, new, past, long ago). Share what they know about the past with others.	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...			Recall, select and organise historical information Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.