



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

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

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