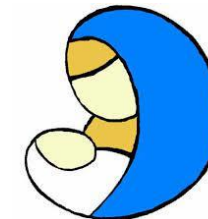




We Care, We Pray, We Work, We Play... in Jesus' Way



St Mary's RC Primary School History Skills Progression

<u>Skill</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Chronological understanding	Identifying that things from the past might be different from today – technology, cars, houses etc Sequence different simple events during the day (wake up, get dressed, come to school, eat tea and bed)	Sequence events in their life. Sequence 3 or 4 artefacts/objects from distinctly different periods of time. Recognise the distinction between present and past in their own life.	Sequence artefacts closer together in time. Describe memories from key events in their lives. Identify that significant events and individuals from the past have helped shape the present locally, nationally and internationally Identify that the past is remembered or 'constructed' in different ways across the world Recognise that their own lives are different from the lives of people in the past.	Place the time studied on a timeline. Name and date some significant events from the past and, with help, place it in approximately the right place on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Introduce the terms BC/AD.	Use a timeline to place events. Name and date any significant event from periods studied and place it in approximately the right place on a timeline. Use terms related to the period and begin to date events. Understand terms BC/AD by placing certain topics on a timeline to show understanding.	Name and date any significant event from the past and place it in the right place on a time line. Know and sequence key historical events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Name and date any significant event from the past and place it in the right place on a time line. Place current study on timeline in relation to other studies (both in this country and abroad) Use relevant dates and terms. Make comparisons between different times in the past. Describe the main changes in a period of history (using words such as social, religious, political and technological).
Knowledge and Understanding	Recognise past and present events in their own lives (something happened this morning, yesterday and this is happening now) and recognise the difference between past and present Know how different people celebrate key events (birthdays, festivals)	Know and recount episodes from stories about the past. Begin to suggest why something might be different. Talk about what is similar and different between people in history (Monarchs) Identify what is similar and different in an artefact	Recognise why people did things, why events happened in the past. Show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. Talk about what is similar and different about a place (from a map/pictures/photographs)	Use evidence to: describe the settlements of people in the past, how civilisation and society was structured, the innovative changes that were made and how the empire was made. Find out about everyday lives of people in time studied and how any of the above may have	Use evidence to: describe the settlements of people in the past, how civilisation and society was structured, the innovative changes that were made and how the empire was made. Find out about everyday lives of people in time studied and how any of the above may have	Describe similarities and differences between some people (men/women, adults/children, rich/poor), events and artefacts that have been studied. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period (settlements,	Find out about beliefs, behaviour and character of people, recognising that not everyone shares the same views and feelings (civilisation and society) Describe similarities and differences between some people (men/women, adults/children, rich/poor), events and

	Know that people in the past had similar and different opinions about events		Talk about the similarity and difference in experiences (Samuel Pepys vs baker)	changed during a time period. Suggest reasons for why there were differences between periods. Compare with our life today (cultures, beliefs). Identify reasons for – and results of – people's actions. Understand why people may have wanted to do something. Discuss what is similar and different between different concepts (eg. Egyptian culture vs with the Greeks)	changed during a time period. Give reasons for why changes may have occurred and why there were differences between periods. Look for links and effects in time studied. Offer a reasonable explanation for some events. Compare events, people, stories, cultures and traditions to identify similarities and differences (belief in Gods prior to AD143)	civilisation, innovation, empire) Give reasons why changes may have occurred, backed up by evidence. Describe how some of the things studied from the past affect life today. Analyse generalisations: Romans were rotten, Vikings vicious.	artefacts that have been studied. Compare beliefs and behaviour with another time studied (invasion and empire) Give reasons why changes may have occurred, backed up by evidence. Describe how some of the things studied from the past affect life today.
Cause and Consequence	Talk about the direct cause/start of an event in living memory (what caused the creation of Bonfire Night/harvest festival/Christmas as a celebration?) Talk about the impact of an event/celebration / invention. Study consequence separately, do not link to cause	Know that some events have more than one cause. Start to think about the reason for events. Identify more than one impact of an event, invention, or the work of a significant person and talk about the impacts.	Know that the cause of events sometimes is identified later and may involve several factors Know that there are different impacts from an event Know that the impacts can be to how people live, to buildings, to laws, to the Church.	Know that historians sometimes disagree about the causes of aspects of history e.g. what caused ancient Britons to build Stonehenge; what caused the Ancient Egyptians to build pyramids. Know that some causes can be short term, but some can be longer e.g. the cause of the fall of the Maya empire. Start considering the impact of developments e.g. the impacts of discovering iron; the impacts of the Nile Floods to the Egyptians	Know that some causes of events can be political, social, economic, technological e.g. the causes of Anglo Saxon invasion from the view point of the Picts, Vortigern etc. Know that there are the economic benefits but also downsides which can cause events e.g. loss of money or power can lead to rebellion. Describe and sum up the impact of different events such as the battle of Eddington; the marriage of Aethlstan; the treaties and agreements with King Cnut. Describe and sum up the impact of: laws. Describe the impact on trade, buildings,	Know that many factors, some that are unseen, can lead to and cause events. Identify economic, military, sociological, political reasons for events in history. Reflect back on periods in history and identify different types of consequences. For example, the Romans didn't improve Britons' lives and neither did the Vikings. Reflect back on the consequences of growing trade for the spread of Christianity and the power of the Church.	Know that some events have a clear cause but others have mixed and complex reasons e.g. the start of the first world war: political, economic, psychological, sociological, militaristic and historical reasons. Know that traditions, customs, culture and religion have sometimes hidden features that have caused events and battles (WW2) Link the impact of events and change across time periods and test these out when their knowledge grows over the half term e.g. the development of railways had a greater impact on revolution, cities and villages,

					peoples' lives, military and social impact. Know the impacts of the battle of Eddington in short and in the long-term.		people's money than did the canals. Think of the impact on different people in society e.g The voting rights on high class, working class, poor, on men/women
Historical Interpretations <i>Historical Significance</i>	Talk about an event or object from the recent past. Know that others might give a different version) one may have enjoyed it, another not). Talk about when and why the interpretation was written. <i>Know that some events in the past are identified as significant whilst others are not.</i>	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Know that there may be many interpretations of the same event/object. <i>Know that some photographs, at the time, were not significant but the significance appeared later.</i>	Compare two versions of a past event – identify some of the different ways in which the past is represented. Know that someone might interpret an event differently (Great fire of London – an opportunity vs terrifying if lived at the time) Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. Know what hindsight is. <i>Identify a significant feature of an event or a person and explain why it was significant (Lord Mayor in not stopping the Great Fire)</i>	Identify and give reasons for different ways the past is represented (Stonehenge) Compare 2 versions of the same event – identify differences in the accounts and start to question why there are different accounts. Know that people in the past describe events/ideas in a way to persuade others. Know that interpretations can contradict each other. <i>Know that historians, after events have happened, have ascribed significance to a person or event and some significant things happened over a longer period (change to bronze age).</i> <i>Know that some discoveries are significant because they change how historians think about the past.</i>	Begin to evaluate the usefulness of different sources. Know that some evidence from the past is propaganda, bias, opinion or misinformation. Know that it is still valuable but you need to think of who was writing it, when and for what reason? Compare 2 versions of the same event. Give reasons why there may be different accounts of history. <i>Know that historians choose to leave information out because they do not believe it to be significant (AS and V living in the same villages).</i> <i>Know that in many cases it is the women and poor who have been left out of history.</i>	Compare accounts of events from different sources – fact or fiction, identify differences in the accounts. Offer some reasons for different versions of events. Begin to question the reliability of source material and give suggestions why something is or is not reliable. Know that people both now and in the past had a point of view and this can affect interpretation (could persuade others) Give clear reasons why there may be different accounts of history (e.g. historian who is an expert in social history vs military historian). <i>Know that historians from different cultures have often missed out the significance of people and events and stayed silent about them (black spitfire pilots)</i>	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact/fiction/opinion. Be aware that different evidence will lead to different conclusions. Evaluate the usefulness and accuracy of different sources Give clear reasons why there may be different accounts of history (e.g. know that a modern historian might interpret things differently to a historian hundreds of years ago) Know that bias affects interpretations and we should take bias into account. <i>Discuss events, trends and individuals and how they are ascribed historical significance. (Why only recently has ___ grown in significance?)</i>
Historical Enquiry	Know that we can get information from the past from photographs, eyewitness accounts and from what was written.	Find answers to simple questions about the past from sources of information such as artefacts.	Use a source – observe or handle sources of information to answer questions about the past using simple observation.	Know that objects and artefacts are primary sources. Use a range of sources to find out about a period to collect	Begin to identify Primary and Secondary sources. Know that the type of information available	Identify Primary and Secondary sources. Use evidence to build up a picture of a past event.	Recognise Primary and Secondary sources. Use a range of sources to collect evidence about the past.

		Identify different ways in which the past is represented. Explore events, look at pictures and ask questions. Talk about the origins of sources: who made them, would someone else have written it differently? Know that photographs do not show the whole picture, they do not show: what happened before, after or who else was in the picture.	Use evidence to agree or disagree with a specific historical question. Identify different ways in which the past is represented. Know that there are different accounts of history and what the reasons for this might be (Great fire of London from the viewpoint of the baker, the mayor, King Charles, Samuel Pepys).	evidence about the past and make a conclusion. Observe small details – artefacts, pictures. Draw evidence from these. Identify the difference between fact and opinion. Ask 'What was it like for ... (child, rich, person) during...'	depends on the period of time studied. Use evidence from more than 2 sources to build up a picture of a past event. Choose relevant material to present a picture of one aspect of a life in past time and evaluate its usefulness. Ask a variety of questions. Ask 'What was it like for ... (child, rich, person) during...'. Suggest sources of evidence to help answer questions.	Select relevant sections of information. Look at evidence that contradicts (what is one piece saying compared with another). Know how we can piece together a picture of the past from different sources of evidence. Study diverse non-textual sources: music, oral tradition, folksong, myths and legends, clothes, tools. Gather evidence for a specific historical question.	Study individual sources in depth and investigate collections of sources, to understand how historians approach sources and evidence. Select the most appropriate/reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Suggest omissions and the means of finding out. Form own opinions about historical events from a range of sources.
Organisation and Communication	Communication of knowledge through: • Drawing • Pictures • Drama/role play • Making models	Communication of knowledge through: • Drawing • Pictures • Drama/role play • Making models	Communication of knowledge through: • Drawing • Pictures • Drama/role play • Making models • Discussion • ICT	Communication of knowledge through: • Drawing • Pictures • Drama/role play • Making models • Discussion • ICT • Data handling	Present findings about the past, recalling, selecting and organising historical information. Communication of knowledge through: • Drawing • Pictures • Drama/role play • Making models • Discussion • ICT • Data handling Discuss the most appropriate way to present information for an audience.	Present findings about the past, recalling, selecting and organising historical information. Present findings using speaking, writing, maths, ICT, drama and drawing skills.	Select and organise information to produce structured work making appropriate use of dates and terms. Present findings in an organised and clearly structured way, choosing the most appropriate form for an audience (eg. using speaking, writing, maths, ICT, drama and drawing skills).
Vocabulary and communication	Today, yesterday, tomorrow, morning, later, night time Simple words to describe the passing of time – past, before, now, then	Today, modern, new, present, now, 21st century, century, describe, question, source, evidence. compare, similarities, differences, same, different, oldest, newer, newest.	Today, modern, new, present, now, 21st century, century, describe, question, source, evidence. compare, similarities, differences, same, different, oldest, newer, newest.	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary.	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary.	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary.	Chronology eye-witness, artefact, archaeologist, invade, occupy, evidence, kingdom, settlement, conquest, conquer, Primary, Secondary.

		Using simple phrases and words to describe the passing of time – past, before, now, then, long ago, before I was born, changes to now Using simple words and phrases to describe events and people from the past – rich, poor, local, national, important	Using phrases and words to describe the passing of time – past, before, now, then, present, period, long ago, before I was born, changes to now, stayed the same Using words and phrases to describe events and people from the past – rich, poor, local, national, important, significant, primary, source, impact, explorer, pioneer	Using phrases and words to describe the passing of time – past, before, now, then, present, period, decade, century, long ago, before I was born, changes to now, stayed the same Using words and phrases to describe events and people from the past – hunter-gatherer, impact, significant, continuity, change, warrior, prehistoric, artefact, BC/AD	Using phrases and words to describe the passing of time – duration, period, era, concurrent, during this time, previously, compared to Using words and phrases to describe events and people from the past – empire, emperor, migration, conquest, cause, effect/consequence, peasant, rebellion, reliable	Using phrases and words to describe the passing of time and context of civilisations – duration, period, era, concurrent, chronology, context, the duration of, continuing on from... Using words and phrases to describe events and people from the past – farmer-warrior, democracy, Christianity, myth, legend, global, invade, interpretation, viewpoint, bias	Using phrases and words to describe the passing of time and context of civilisations – duration, period, era, concurrent, chronology, context, the duration of..., the narrative of history Using words and phrases to describe events and people from the past – significance, discovery, invention, prosperity, causation, diversity, progression
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“An education in the fullness of humanity should be the defining feature of Catholic schools.”

Pope Francis