



St Mary's RC Primary School  
Skills Progression: History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<p>Sequence events or objects in chronological order.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Use common words to describe the passing of time, e.g. before, yesterday, after, a long time ago.</p>	<p>Put people, events and objects on a simple timeline.</p> <p>Begins to use dates to sequence events.</p> <p>Describe memories of key events in lives extending their chronological vocabulary using words and phrases like recently, century, when my parents were children and decade.</p>	<p>Know that the past can be divided into periods and sequence these on a time line.</p> <p>Use dates related to the passing of time.</p>	<p>Place events, people, places and artefacts from period studied on a time line showing increasing secure chronological knowledge.</p> <p>Use correct terminology related to the period to describe events in the past.</p> <p>Uses dates when discussing time.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Develop a sense of duration by comparing periods.</p> <p>Know and sequence key events and changes within a period.</p> <p>Use relevant terms and dates</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>	<p>Confidently use and understand relevant dates and terminology.</p> <p>Create timelines demonstrating an understanding of period, change, change and significant events.</p> <p>Make comparisons between different times in history demonstrating a sense of period.</p>
<b>Historical enquiry</b>	<p>Sort artefacts “then” and “now”.</p> <p>Use as wide a range of sources as possible to understand ways we find out about the past, e.g. artefacts, pictures, stories and websites.</p> <p>To ask and answer questions related to different sources and objects.</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Discuss the effectiveness of sources – ability to communicate understanding of the past in a variety of ways.</p>	<p>Combine a range of sources to find out about a period.</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Select and record information relevant to the study to answer questions.</p> <p>Observe the small details.</p> <p>Ask and answer questions about the past, asking specific questions of various sources.</p>	<p>Use a range of evidence to build up a picture of a past event.</p> <p>Construct and organise response by selecting relevant historical material to present a picture of an aspect of life.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Ask and answer questions about the past considering aspects of change, cause, similarity and difference and significance.</p> <p>Infer from sources.</p>	<p>Distinguish between primary and secondary sources.</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select relevant sections of information independently giving reasons for choices.</p> <p>Develop an understanding of the reliability of sources.</p>	<p>Devise and ask complex questions; contrast and organise responses by selecting and organising relevant historical data.</p> <p>Recognise primary and secondary sources – ability to analyse information.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>
<b>Historical interpretation</b>	<p>Begin to identify different ways to represent the past, e.g. photos, stories, adults talking about the past.</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Able to identify different ways to represent the past, e.g. fictional accounts, illustrations, films, song, museum displays</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Compare different versions of the same event/ story.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources showing increasing awareness of the different versions of the past.</p> <p>Use of text books and historical knowledge.</p>	<p>Compare accounts of events from different sources. Fact or fiction? Reliable or not?</p> <p>Offer some reasons for different versions of events, showing understanding that the past is represented and interpreted in different ways.</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>Awareness that different evidence will lead to different conclusions; ability to reach a balanced conclusion.</p>
<b>Range and depth of historical knowledge</b>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Drama – why people did things in the past.</p>	<p>Find out about people and events in other times.</p> <p>Collections of artefacts – confidently describe similarities and differences.</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people’s actions.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events look for links and effects in time studied.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p>



	Use a range of sources to find out characteristic features of the past.	Drama – develop empathy and understanding (hot seating, speaking and listening).	Understand why people may have had to do something.  Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	Offer a reasonable explanation for some events.  Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II, Queen Victoria)	Compare life in early and late times studied.  Compare an aspect of life with the same aspect in another period.  Develop a broad understanding of ancient civilisations, e.g. The Mayans	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.  Compare and contrast the locality from different eras.  Conduct an extended chronological study.
<b>Continuity and change</b>	Identify some changes between then and now, e.g. holidays, toys.  Know some things that stay the same.	Describe some historical changes.	Make links between main events, situations and changes within and across periods.	Make links between main events, situations and changes within and across periods; give some reasons with evidence of why changes occurred.	Identify and explain change and continuity within and across periods.	Analyse change for type, extent and speed, and use more precise vocabulary, e.g. slow, gentle, progress.
<b>Causes and consequences</b>	Recognise why people did things and why events happened.	Understand what a consequence is and give examples.  Recognise what happened as a result of people's actions or events.	Identify consequences of events, situations and changes.  Begins to identify results of historical events, situations and changes.	Give reasons for the cause and consequences of events, situations and changes.  Identifies results of historical events, situations and changes.	Draw contrasts and spot trends when exploring cause and consequence.  Begins to offer explanations about why people in the past acted as they did.	Analyse the reasons for, and the results of, historical events, situations and changes.  Can confidently offer explanations about why people in the past acted as they did.
<b>Similarities and differences</b>	Identify similarities and differences between then and now, including their own lives.	Make some observations about similarities and differences within a period, e.g. rich and poor.	Compare different ways of life within a period, e.g. social, belief, local and individual.	Give reasons for similarities and differences within a period, e.g. social, belief, local and individual.	Understand and explain people's diverse experiences within a period.	Draw contrasts across periods when exploring similarities and differences.
<b>Significance</b>	Recognise and make simple observations about who was important in an historical event/ account.	Understand the term 'significant' and give some examples.  Know why someone or something was important.	Identify significant people and events within a period.	Understand what makes something significant, e.g. affecting lots of people, leading to other events.	Understand how significance can develop over a longer period of time.	Compare the significance of events, people and developments in their context, with their significance in the present day.  Give reasons why some events, people or developments are seen as more significant than others.
<b>Organisation and communication</b>	Time lines (3D with objects/ sequential pictures)  Drawing  Drama/role play  Writing (reports, labelling, simple recount)  ICT	Class display/ museum  Annotated photographs  ICT	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode.	Select data and organise it into a data file to answer historical questions.  Know the period in which the study is set.  Display findings in a variety of ways.  Work independently and in groups.	Fit events into a display sorted by theme time.  Use appropriate terms, matching dates to people and events.  Record and communicate knowledge in different forms, work independently and in groups showing initiative.	Select aspect of study to make a display.  Use a variety of ways to communicate knowledge and understanding including extended writing.  Plan and carry out individual investigations.