



St Anne's Catholic Primary School - Progression of skills in History



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Place known events and objects in chronological order Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> Show an awareness of the past, using common words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in his/her life using historical vocabulary 	<ul style="list-style-type: none"> Place events from period studied on time line Place some historical periods in a chronological framework Understand more complex terms eg BC/AD Use historic terms related to the period of study 	<ul style="list-style-type: none"> Use dates to order and place events on a timeline 	<ul style="list-style-type: none"> Use dates to order and place events on a timeline for British and World history to demonstrate that periods run concurrently.
Historical Interpretations	<ul style="list-style-type: none"> Relate his/her own account of an event and understand that others may give a different version 	<ul style="list-style-type: none"> Describe changes within living memory and aspects of change in national life Describe events beyond living memory that are significant nationally or globally e.g. the first moon landing Describe significant historical events, people and places in his/her own locality 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Understand that sources can contradict each other 	<ul style="list-style-type: none"> Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources 	<ul style="list-style-type: none"> 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
Historical enquiry	<ul style="list-style-type: none"> Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past 	<ul style="list-style-type: none"> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past 	<ul style="list-style-type: none"> Compare sources of information available for the study of different times in the past 	<ul style="list-style-type: none"> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research
Organisation and communication	<ul style="list-style-type: none"> Talk, draw or write about aspects of the past 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing 	<ul style="list-style-type: none"> Record what he/she has learned through: by drawing, writing, drama, role play, making models. 	<ul style="list-style-type: none"> Communicate his/her learning in an organised and structured way, using appropriate terminology 		
Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT 			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms.