A picture containing text

Description automatically generated**St Julie Catholic Primary History Progression of Skills**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological Understanding | 1)Talk about past and present events in their own lives and in the lives of their family  2)Order and sequence familiar events.  3)Use every day language related to time. | 1)Place known events and objects in chronological order.  2) Sequence events  and recount changes within living memory.  3) Use common words and phrases relating  to the passing of time. | 1) Sequence events/artefacts or pictures.  2) Put people or events studied into a timeline.  3) Identify similarities/  differences between ways of life in different periods | 1) Place the time studied on a timeline.  2) Sequence events or artefacts.  3) Sequence key years/ events or dates on a  timeline. | 1) Place events from  period studied on a time line.  2) Use terms related to the period and  begin to date events.  3) Use more complex terms e.g. BC (Before  Christ) and AD  (Anno Domini | 1) Place current study on a timeline in relation to other studies.  2) Know and sequence key events of a time studied.  3) Use relevant terms and period labels.  4) Relate current studies to previous studies.  5) Make comparisons  between different times in history. | 1) Place current study on time line in relation to  other studies.  2) Use relevant dates and terms.  3) Sequence up to ten events on a time line.  4) Make comparisons  between different times in history. |
| Range and Depth of Historical Knowledge | 1)Understand that people use story to remember what has happened in the past | 1) Describe some simple similarities and differences  Between artefacts.  2) Recount episodes from stories about the past. | 1) Find out about people and events.  2) Recognise why people did things, why events happened and what happened as a result.  3) Use drama to develop empathy and understanding  (hot seating, sp.  and listening) | 1) Find out about the everyday lives of people in  the time studied and make  comparisons with our lives today.  2) Identify reasons for and results of people’s actions.  3) Understand why people may have had to do  something. | 1)Use evidence to reconstruct life in time studied.  2) Identify key features and events of the time studied.  3)Offer a reasonable  explanation for  some events. | 1) Study the experiences of different groups of people during the time studied e.g. men and women; rich or poor.  2) Examine causes and results of events and the impact they had.  3) Compare an aspect of life with the same aspect in another period. | 1) Find out about beliefs,  behaviours and characteristics of  people recognising that  not everyone shares the same views and feelings.  2) Know Key dates,  characters and events of time studied.  3) Compare and  contrast period studied with another ancient  civilisation already studied. |
| Historical Interpretations | 1)Listen to stories from the past | 1) Begin to identify different ways to represent the past e.g. photos, stories or adults  talking about the past.  2) Compare adults talking about the past- how reliable are their memories? | 1) Compare pictures or photographs of people or  events in the past.  2) Be able to identify different ways to represent the past (fact and fiction) e.g. Diary or a story.  3) Discuss reliability of photos/accounts/stories. | 1) Identify and give reasons for different ways in which the past is  represented.  2) Distinguish between  different sources and evaluate their usefulness  e.g. museum artefacts, books, cartoons etc. | 1) Begin to evaluate the  usefulness of different  resources.  2) Understand that sources can contradict each other. | 1) Compare accounts of  events from different sources e.g. fact or  fiction.  2) Offer some reasons for  different versions of events. | 1) Evaluate source and work out how conclusions  were arrived at.  2) Evaluate different  Interpretations e.g. fact, fiction and opinion.  3) Be aware that different  evidence will lead to different conclusions. |
| Historical Enquiry | 1)Find out about past and present events in their own and their families lives | 1) Find answers to some simple questions about  the past from simple sources of information.  2) Sort artefacts from 'then' and 'now’.  3) Ask and answer questions related to different sources and objects. | 1) Use different sources and objects to ask and answer questions e.g.  who, why, what, how etc.  2) Start to use a range of  resources. E.g .non-fiction  books, ICT etc. | 1) Use a range of sources to find out about a period.  2) Select and record  Information relevant to the area of enquiry.  3) Begin to use the library and ICT for research. | 1) Use sources of information in ways that go beyond simple observations to answer questions about the past.  2) Use a variety of resources to find out about aspects of life in the past.  3) Use the library and ICT for research.  4) Choose relevant material to present a picture of one aspect of  the past. | 1) Examine causes and results of great events and  the impact on people.  2) Compare an aspect of life with the same aspect  in another period  3) Begin to identify primary and secondary  sources.  4) Confident use of library and ICT for research. | 1) Address and sometimes devise historically valid  questions about change, cause, similarity and  difference, and significance.  2) Construct informed  responses that involve  thoughtful selection and  organisation of relevant historical information.  3) Recognise primary and Secondary sources confidently.  4) Bring knowledge gathered from a range of sources together into a  fluent account. |