**St Julie Catholic Primary History Progression of Skills**

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|  | 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 eventsand recount changes within living memory.3) Use common words and phrases relatingto 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 atimeline. | 1) Place events fromperiod studied on a time line.2) Use terms related to the period andbegin to date events.3) Use more complex terms e.g. BC (BeforeChrist) 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 comparisonsbetween different times in history. | 1) Place current study on time line in relation toother studies.2) Use relevant dates and terms.3) Sequence up to ten events on a time line.4) Make comparisonsbetween 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 differencesBetween 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 inthe time studied and makecomparisons with our lives today.2) Identify reasons for and results of people’s actions.3) Understand why people may have had to dosomething. | 1)Use evidence to reconstruct life in time studied.2) Identify key features and events of the time studied.3)Offer a reasonableexplanation forsome 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 ofpeople recognising thatnot everyone shares the same views and feelings.2) Know Key dates,characters and events of time studied.3) Compare andcontrast period studied with another ancientcivilisation 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 adultstalking about the past.2) Compare adults talking about the past- how reliable are their memories? | 1) Compare pictures or photographs of people orevents 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 isrepresented.2) Distinguish betweendifferent sources and evaluate their usefulnesse.g. museum artefacts, books, cartoons etc. | 1) Begin to evaluate theusefulness of differentresources.2) Understand that sources can contradict each other. | 1) Compare accounts ofevents from different sources e.g. fact orfiction.2) Offer some reasons fordifferent versions of events. | 1) Evaluate source and work out how conclusionswere arrived at.2) Evaluate differentInterpretations e.g. fact, fiction and opinion.3) Be aware that differentevidence 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 aboutthe 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 ofresources. E.g .non-fictionbooks, ICT etc. | 1) Use a range of sources to find out about a period.2) Select and recordInformation 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 ofthe past. | 1) Examine causes and results of great events andthe impact on people.2) Compare an aspect of life with the same aspectin another period3) Begin to identify primary and secondarysources.4) Confident use of library and ICT for research. | 1) Address and sometimes devise historically validquestions about change, cause, similarity anddifference, and significance.2) Construct informedresponses that involvethoughtful selection andorganisation of relevant historical information.3) Recognise primary and Secondary sources confidently.4) Bring knowledge gathered from a range of sources together into afluent account. |