

Ursuline Catholic Primary School

Progression of Skills: History



Children in reception

- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past. Talk about members of their immediate family and community.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Use new vocabulary in different contexts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Chronological Understanding</u>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from different periods of time</p> <p>Use common words and phrases relating to the passing of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence artefacts closer together in time - check with reference book</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p> <p>Place the time studied on a time line</p>	<p>Know and sequence key events of time studied</p> <p>Make comparisons between different times in the past</p> <p>Use relevant terms and period labels</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
<u>Historical Enquiry</u>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Describe some simple similarities and differences between artefacts.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>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</p>	<p>Begin to use the library and internet for research</p> <p>Select and record information relevant to the study</p> <p>Observe small details – artefacts, pictures</p> <p>Use a range of sources to find out about a period</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information and evaluate usefulness of sources</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>

<p><u>Historical interpretation</u></p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Discuss reliability of photos/accounts/stories</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Compare 2 versions of a past event</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Distinguish between different sources – compare different versions of the same story</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources and understand sources can contradict each other</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</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>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p>
<p><u>Understanding of people, events and changes.</u></p>	<p>Recognise the difference between past and present in their own and others lives.</p> <p>They know and recount episodes from stories about the past .</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Recognise why people did things, why events happened and what happened as a result</p>	<p>Distinguish between different sources – compare different versions of the same story</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out 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 time studied</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>

<p><u>Organisation and communication</u></p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT.</p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Recall, select and organise historical information to communicate their knowledge and understanding using appropriate vocabulary</p>	<p>Recall, select and organise historical information to communicate their knowledge and understanding.</p> <p>Provide an account of a historical event based on more than one source.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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