**St John the Baptist RC Primary – Progression of History Skills**

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological understanding | Sequence events in their life  -Sequence 3 or 4 artefacts from distinctly different periods of time  -Match objects to people of different ages | Sequence artefacts closer together in time - check with reference book  -Sequence photographs etc. from different periods of their life  -Describe memories of key events in lives | Place the time studied on a time line  -Use dates and terms related to the study unit and passing of time  -Sequence several events or artefacts | Place events from period studied on time line  -Use terms related to the period and begin to date events  -Understand more complex terms eg BC/AD | Know and sequence key events of time studied  -Use relevant terms and period labels  -Make comparisons between different times in the past | Place current study on time line in relation to other studies  -Use relevant dates and terms  -Sequence up to 10 events on a time line |
| Range and depth of historical knowledge | Recognise the difference between past and present in their own and others lives  -They know and recount episodes from stories about the past | Recognise why people did things, why events happened and what happened as a result  -Identify differences between ways of life at different times | Find out about every day lives of people in time studied  -Compare with our life today  -Identify reasons for and results of people's actions  -Understand why people may have wanted to do something | Use evidence to reconstruct life in time studied  -Identify key features and events of time studied  -Look for links and effects in time studied  -Offer a reasonable explanation for some events | Study different aspects of different people - differences between men and women  -Examine causes and results of great events and the impact on people  -Compare life in early and late 'times' studied  -Compare an aspect of lie with the same aspect in another period | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  -Compare beliefs and behaviour with another time studied  -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 |
| Interpretation of history | Use stories to encourage children to distinguish between fact and fiction  -Compare adults talking about the past – how reliable are their memories? | Compare 2 versions of a past event  -Compare pictures or photographs of people or events in the past  -Discuss reliability of photos/ accounts/stories | Identify and give reasons for different ways in which the past is represented  -Distinguish between different sources – compare different versions of the same story  -Look at representations of the period – museum, cartoons etc | Look at the evidence available  -Begin to evaluate the usefulness of different sources  -Use text books and historical knowledge | Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events | 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  -Confidently use the library and internet for research |
| Historical enquiry | Find answers to simple questions about the past from sources of information e.g. artefacts, | Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. | 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 | Use evidence to build up a picture of a past event  -Choose relevant material to present a picture of one aspect of life in time past  - Ask a variety of questions  -Use the library and internet for research | · Begin to identify primary and secondary sources  -Use evidence to build up a picture of a past event  -Select relevant sections of information  -Use the library and internet for research with increasing confidence | Recognise primary and secondary sources  -Use a range of sources to find out about an aspect of time past  -Suggest omissions and the means of finding out  -Bring knowledge gathered from several sources together in a fluent account |
| Organisation and communication | Communicate their knowledge through:  Discussion….  Drawing pictures…  Drama/role play..  Making models…..  Writing..  Using ICT… | | | Recall, select and organise historical information  -Communicate their knowledge and understanding. | | Select and organise information to produce structured work, making appropriate use of dates and terms |