**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 |