

St Anne's Catholic Primary School

Progression of Skills in History

EYFS – Understanding the World

Three and Four Year Olds: Begin to make sense of their own life story and family's history.

Reception: Comments on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

ELG: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1

Chronological Understanding

Sequence some events or 2 related objects in order of time – up to 100 years (intervals of 10).

Uses words: old, new, young, days, and months.

Remembers parts of stories and memories about the past.

Knowledge and understanding of past events, people and changes in the past

Tell the difference between past and present in own and other people's lives.

Historical interpretation

Begins to identify and recount some details from the past from sources (e.g. pictures, stories)

Historical Enquiry

Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)

Organisation and Communication

Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking)

Year 2

Chronological Understanding

Recount changes in own life over time and compare that to relatives from different eras.

Puts 3 or more people, events or objects in order using a given scale- beyond 100 years.

Uses words: recently, before, after, now, later.

Uses past and present when telling others about an event.

Knowledge and understanding of past events, people and changes in the past

Uses information to describe the past.

Uses information to describe differences between then and now.

Recounts main events from a significant in history.

Uses evidence to explain reasons why people in past acted as they did.

Historical interpretation

Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).

Understands why some people in the past did things.

Historical Enquiry

Looks carefully at pictures or objects to find information about the past.

Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Estimates the ages of people by studying and describing their features.

Organisation and Communication

Describes objects, people and events.

Writes own date of birth.

Writes simple stories and recounts about the past.

Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.

Year 3**Chronological Understanding**

Uses timelines to place events in order (intervals of 10/100).

Understands timeline can be divided into BC and AD.

Uses words: century, decade.

Knowledge and understanding of past events, people and changes in the past

Uses evidence to describe past: Houses and settlements; Culture and leisure activities; Clothes, way of life and actions of people; Buildings and their uses; People's beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.

Uses evidence to find out how any of these may have changed during a time period.

Describes similarities and differences between people, events and objects.

Shows changes on a timeline.

Historical interpretation

Looks at two versions of same event and identifies differences in the accounts.

Historical Enquiry

Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Asks questions such as 'How did people? What did people do for?'

Suggests sources of evidence to use to help answer questions.

Organisation and Communication

Presents findings about past using speaking, writing, ICT and drawing skills.

Uses dates and terms with increasing accuracy.

Discusses different ways of presenting information for different purposes.

Year 4

Chronological Understanding

Uses timelines with intervals of 10/100/1000 years.

Begins to appreciate length of time for different periods.

Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.

Names and places dates of significant events from past on a Timeline.

Uses words: century, decade, BC, AD, after, before, during.

Knowledge and understanding of past events, people and changes in the past

Shows knowledge and understanding by describing features of past societies and periods.

Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.

Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.

Describes how some of the past events/people affect life today.

Historical interpretation

Gives reasons why there may be different accounts of history.

Historical Enquiry

Understands the difference between primary and secondary sources of evidence.

Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Asks questions such as 'What was it like for a during?'

Suggests sources of evidence from a selection provided to use to help answer questions.

Organisation and Communication

Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.

Discusses most Uses dates and terms correctly.

appropriate way to present information, realising that it is for an audience.

Uses subject specific words such as monarch, settlement, invade.

Year 5

Chronological Understanding

Uses timelines to place and sequence local, national and international events (5 or more events).

Begins to design own timeline to sequence events learned.

Sequences historical periods.

Describes events using words such as: century, decade, BC, AD, after, before, during, era, and period.

Identifies changes within and across historical periods.

Knowledge and understanding of past events, people and changes in the past

Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.

Gives some causes and consequences of the main events, situations and changes in the periods studied.

Identifies changes and links within and across the time periods studied.

Historical interpretation

Look at different versions of the same event and identifies differences in the accounts.

Gives clear reasons why there may be different accounts of history.

Knows that people (now and in past) can represent events or ideas in ways that persuade others.

Historical Enquiry

Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

Asks a range of questions about the past.

Chooses reliable sources of evidence to answer questions.

Realises that there is often not a single answer to historical questions.

Organisation and Communication

Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.

Uses dates and terms accurately.

Chooses most appropriate way to present information to an audience.

Year 6

Chronological Understanding

Creates own timelines to place events, periods and cultural movements from around the world.

Uses timelines to demonstrate periods of time and passing of time.

Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.

Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.

Names date of any significant event studied from past and place it correctly on a timeline.

Knowledge and understanding of past events, people and changes in the past

Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.

Identifies how any of above may have changed during a time period.

Gives own reasons why changes may have occurred, backed up with evidence.

Shows identified changes on a timeline.

Describes similarities and differences between some people, events and objects studied.

Describes how some changes affect life today.

Makes links between some features of past societies.

Historical interpretation

Understands that the past has been represented in different ways.

Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.

Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.

Historical Enquiry

Identifies and uses different sources of information and artefacts.

Evaluates the usefulness and accurateness of different sources of evidence.

Selects the most appropriate source of evidence for particular tasks.

Forms own opinions about historical events from a range of sources.

Organisation and Communication

Presents information in an organised and clearly structured way.

Makes use of different ways of presenting information.

Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).

Makes accurate use of specific dates and terms.