

St Gabriel's Catholic Primary School – History Progression of Skills



Key skills	Pre-School	Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Chronological understanding	KS1- Pupils should develop an awareness of the past using common words relating to the passing of time. They should know where the people and events they study fit in a chronological framework.			KS2- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
	<p>To sequence or retell events in the correct order.</p> <p>To be able to follow a simple sequence of familiar events e.g. daily routine.</p> <p>To use simple historical concepts such as now and next.</p> <p>To use key vocabulary associated with the passage of time e.g. home time, lunchtime, bed time, before, later and soon.</p>	<p>To sequence simple stories or familiar events.</p> <p>To understand that personal time lines are measured in years.</p> <p>To be aware of past and present events in their own lives.</p> <p>To recall personal life sequences and retell their own experiences in the correct order.</p> <p>To use key vocabulary associated with the passage of time e.g. before, after, next, first, last, soon, now, then, past and present)</p>	<p>To sequence key events within living memory on a timeline (100 years - Intervals of 10.)</p> <p>To recount memories and changes in their own life and compare their life to relatives from previous generations.</p> <p>To sequence 3 or more <u>key events</u> from their own life or within living memory.</p> <p>To sequence three or more photographs/pictures/artefacts/events from different periods of time.</p> <p>To use key vocab about the passing of time (New, old, newest, oldest, long time ago, recent, past, present, modern, most recent, earliest, latest, future and century.)</p>	<p>To use timelines with intervals of 10/100/1000 years and order historical figures, places, artefacts and dates of significant events from the past on them.</p> <p>To appreciate the duration for different periods.</p> <p>To understand timelines can be divided into BC and AD.</p> <p>To sequence key events in their own lives accurately and in detail.</p> <p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration and century.</p>	<p>To use dates accurately when sequencing events and periods of time (Using a scale to calculate intervals between events.)</p> <p>To understand how some historical events/periods occurred concurrently in different locations.</p> <p>To understand the duration for different periods.</p> <p>To sequence key events in their own lives accurately and in detail</p> <p>To use key historical terms and vocab about the passing of time e.g period, era, chronological, duration, century, concurrence and continuity.</p>
Knowledge and understanding	Pre-School	Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
	KS1- Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.			KS2- Children should note connections, contrasts and trends over time.	

of events in the past.	<p>To begin to develop an understanding of change over time.</p> <p>To develop a sense of own family and relations.</p> <p>To recognise special times and events through the year e.g. birthdays and Christmas</p> <p>To remember and talk about significant events in their own experience.</p> <p>To begin to notice similarities and differences in photos and real-life experiences.</p>	<p>To observe and talk about the changes that they see.</p> <p>To recognise similarities and differences between people and objects and the traditions that take place during the year.</p> <p>To begin to talk about some differences between past and present.</p>	<p>To know and recount episodes from stories and significant events in history.</p> <p>To identify significant individuals from the past and say why they are important.</p> <p>To recognise some similarities and differences between past and present in their own and others' lives.</p> <p>To identify similarities and difference between ways of life during two different periods of time.</p> <p>To understand there are reasons why people in the past acted as they did.</p> <p>To begin to recognise why key events happened (cause) and what happened as a result (consequence).</p>	<p>To identify significant events or historical figures of the time studied and say why they are important.</p> <p>To find out about the everyday lives of people in the time studied compared to today, including ideas belief, attitudes and the experiences of men, women and children.</p> <p>To describe some similarities and differences between aspects of history, people, events and artefacts studied.</p> <p>To suggest causes & consequences of main events /changes/ people's actions during a period in history.</p> <p>To explain how people and events in the past have influenced life today.</p> <p>To recognise trends (changes) within and across different periods of time.</p>	<p>To describe significant people, events and features of the past, including attitudes, beliefs and the everyday lives of men, women and children recognising that not everyone shares the same views and feelings.</p> <p>To describe similarities and differences between aspects of history, people, events and artefacts studied</p> <p>To compare life in early and late 'times' studied.</p> <p>To compare beliefs and behaviour with another time studied.</p> <p>To compare an aspect of life with the same aspect in another period.</p> <p>To examine causes and consequences of significant events and the impact on people using evidence to support their explanation.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p>
	<p>Pre-School</p> <p>KS1- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Reception</p>	<p>Year 1 / Year 2</p>	<p>Year 3 / Year 4</p> <p>KS2- Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Year 5 / Year 6</p>
Historical Interpretation					

			<p>To compare 2 versions of a past event using pictures, illustrations and/or photographs e.g. moon landing.</p> <p>To observe and use pictures, photographs and artefacts to find out about the past.</p> <p>To use stories to encourage children to distinguish between fact and fiction.</p> <p>To explain that there are different types of evidence and sources and say how they can be used to find out about the past.</p> <p>To compare adults talking about the past - how reliable are their memories?</p>	<p>To look at two or more versions of the same event or story in history and identify similarities and differences.</p> <p>To investigate different accounts of historical events and begin to explain some of the reasons why the accounts may be different.</p> <p>To identify and give reasons for different ways in which the past is represented.</p> <p>To recognise whether a source is fact, fiction or opinion.</p> <p>To know what a primary /secondary source is.</p>	<p>To make simple inferences from a wide range of sources to support their ideas.</p> <p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>To show an awareness of the concept of propaganda.</p> <p>To know that people in the past use fact, fiction or opinion to represent events or ideas in a way that may persuade others.</p>
	Pre-School	Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Historical enquiry	KS1- Children should ask and answer questions, using other sources to show that they know and understand key features of events.			KS2- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	
	<p>To begin to answer questions about things around them, familiar places, objects and people. (Who, What, Where)</p> <p>To make simple observations.</p>	<p>To answer questions in response to stories and events. (Who, What, Where and Why)</p> <p>To begin to ask questions to find out information on topics that interest them.</p> <p>To begin to handle objects and use them as a source of evidence.</p>	<p>To start to ask simple questions for example What was it like for ...? What happened when ...? How long ago...?</p> <p>To observe and handle evidence to find answers to simple questions about the past.</p> <p>To find answers to simple questions about the past through observation or handling sources of information e.g. pictures, stories and artefacts.</p>	<p>To ask a variety of questions such as; How did people ...? What did people do for? What was it like for ... a during?</p> <p>To use a range of primary and secondary sources to find answers to questions about the past.</p> <p>To select and organise relevant historical information to answer questions about the past.</p>	<p>To ask more complex questions about key concepts of the topics being taught.</p> <p>To recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past.</p> <p>Select relevant sections of information to address historically valid questions</p>

				<p>To pursue a line of historical enquiry for a given question.</p> <p>To begin to ask and investigate own questions within an enquiry and present findings with support.</p> <p>To begin to use the library and internet for research to select and record information relevant to the study.</p>	<p>and construct detailed, informed responses.</p> <p>To investigate own lines of enquiry – asking questions to further knowledge and understanding.</p> <p>To use the library and internet for research to select and record information relevant to the study with increasing confidence.</p>
Organisation and communication	Pre-School	Reception	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
	KS1- Pupils should use a wide vocabulary of everyday historical terms.			KS2- Pupils should develop the appropriate use of historical terms.	
	<p>To communicate their knowledge by talking with adults in the setting through play-based activities.</p>	<p>To communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion. • Drawing pictures. • Role play. • Play-based activities. 	<p>To communicate their knowledge and understanding of the past through;</p> <ul style="list-style-type: none"> • Discussion. • Drawing pictures. • Drama/role play. • Making models. • Writing. • Using ICT. <p>To use historical vocabulary to retell simple stories about the past.</p> <p>To show an understanding of some key historical terms e.g. monarch, Government, war, remembrance.</p> <p>To sort objects and events into specified groups.</p>	<p>To present, communicate and organise ideas about the past through;</p> <ul style="list-style-type: none"> • Discussion. • Drawing pictures. • Drama/role play. • Making models. • Different genres of writing e.g. letters, recounts, posters and adverts. • Diagrams and tables. • ICT. <p>To use and understand appropriate historical vocabulary to communicate information e.g. ruled, reigned, empire, invasion, conquer and settlement.</p> <p>To start to present ideas based on their research about a studied period.</p> <p>To use dates and terms with increasing accuracy.</p>	<p>To present, communicate and organise ideas about the past through:</p> <ul style="list-style-type: none"> • Detailed discussion and debates. • Drawing pictures. • Drama/role play. • Making models. • Different genres of writing e.g. instructions, accounts, diaries, letters, information guides, posters, news reports. • Diagrams/ data handling. • ICT. <p>To show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social political, economic, cultural and religious.</p> <p>To plan and present a self-directed project or research about the studied period.</p> <p>To use dates and terms accurately.</p>