



St. Patrick's Catholic Primary
History Progression of Skills & Knowledge



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Understand the difference between things that happened in the past and the present. - Describe things that happened to themselves and other people in the past. - Order a set of events or objects - Use a timeline to place important events. - Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	- Understand and use the words past and present when telling others about an event. - Recount changes in my own life over time. - Understand how to put people, events, information and objects in order of when they happened, using a scale the teacher has given me. - Use a timeline to place important events. Use a wider range of time terms including recently, before, after, now. Use the terms past and present when describing events.	- Understand that a timeline can be divided into BC (Before Christ) or BCE (before common era) and AD (Anno Domini) or CE (common era) - Use a timeline to place historical events, information, themes and people from my topic in chronological order. - Describe dates of and order significant events from the period studied.	- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and begin to use dates and historical period terms. - Order significant events, movements and dates on a timeline. - Describe the main changes in a period in history.	- Confidently explain that a timeline can be divided into BC/BCE and AD/CE - Order significant events, movements and dates on a timeline and use dates and historical period terms and information accurately. - Describe the main changes in a period in history.	- Order significant events, movements and dates on a timeline. - Identify and compare changes within and across different periods. - Understand how some historical events- local, national and international can be sequenced on a timeline. - Use dates and historical period terms and information accurately.



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Knowledge and understanding of past events, people and changes in the past	- Recall some facts about people/events before living memory. - Recognise the difference between past and present - Recount information about the past from stories. - Begin to say why people acted the way they did - Begin to make simple comparisons.	- Use information to describe the past. - Describe the differences between then and now. - Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Begin to comment about why people did things, why events happened and what happened as a result. - Recount the main events from a significant event in history. - Point out some similarities and differences between the ways of life of different people during the time being studied	- Use evidence to describe the culture and leisure activities from the past. - Use evidence to describe the clothes, way of life and actions of people in the past. - Use evidence to describe buildings and their uses of people from the past - Pick out some reasons for and results of people's actions and events - Point out some similarities and differences between the ways of life of different people, events and beliefs during the time being studied.	- Use evidence to describe what was important to people from the past. - Show knowledge and understanding by describing features of past societies and periods. - Describe how some of the things I have studied from the past affect/influence life today. - Suggest reasons for and results of people's actions and events Describe similarities and differences between the ways of life of different people, events and beliefs during the time being studied.	- Choose reliable sources of information to find out about the past. - Give own reasons why changes may have occurred, backed up by evidence. - Describe how historical events studied affect/influence life today. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) - Give reasons for, opinions and results of people's actions, historical events, situations and changes. Explain similarities and differences within the period studied. Use evidence to show how the lives of rich and poor people from the past differed.	- Choose reliable sources of information to find out about the past. - Give reasons why changes may have occurred, backed up by evidence. - Describe how some of the things studied from the past affect/influence life today. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) - Describe and explain suggestions when giving reasons for and results of historical events, situations and changes. Explain similarities and differences within the period studied



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Historical Interpretation	• Look at books, videos, photographs, pictures and artefacts to find out about the past. • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about their past.	• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. • Compare 2 versions of a past event. • Begin to discuss the reliability of pictures/accounts/stories	• Explore the idea that there are different accounts of history. Identify and give reasons for different ways the past is represented. Compare different versions of the same story.	Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. Evaluate the usefulness of different representations.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Evaluate and compare evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms. • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Consider ways of checking the accuracy of interpretations. • Be aware that different evidence will lead to different conclusions.



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Historical Enquiry	• Identify different ways in which the past is represented • Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" • Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.	• look carefully at pictures or objects to find information about the past. • Ask questions about the past. • Use a wide range of information to answer questions.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past. 'How did people...? What did people do for...?	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Ask questions and find answers about the past. • Select sources of evidence from a selection provided and use them to help answer questions.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. • Ask a range of questions about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. Select the most appropriate source of evidence for particular tasks and to help answer questions posed.



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Organisation and communication	• Sort events or objects into groups (i.e. then and now.) • Tell stories about the past. • Talk, write and draw about things from the past.	• Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	• Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. • Discusses different ways of presenting information for different purposes.	• Communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT. • Uses topic specific terms	• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. • Use dates and terms accurately • Support conclusions and opinions with evidence	• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. Information is presented in an organised and clearly structured way. • Make use of different ways of presenting information with accurate use of topic specific terms and dates. • Support conclusions and opinions with evidence from sources.