


St Peter's Catholic Voluntary Academy - Progression of skills document: History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological understanding</p> <p>Taken from the Early Years Outcomes:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They explain why some things occur, and talk about changes</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>		<p><i>National Curriculum:</i> <i>Pupils should be taught to: An awareness of the past using common words and phrases using the passing of time.</i> <i>Know where the people and events they study fit within a chronological framework.</i></p> <p><i>Use a wide vocabulary of everyday historical terms.</i></p>		<p><i>National Curriculum. Pupils should be taught to: Develop chronologically secure knowledge and understanding of British, local and world history. Develop the appropriate use of historical terms.</i></p>			
		<p><i>I can sequence some events from my own life in order</i></p> <p><i>I can make some comments about things from the past that have happened to me</i></p>	<p><i>I can sequence some events from my own life on a timeline.</i></p> <p><i>I can describe memories of key events in people's lives</i></p>	<p><i>I can place the time period studied on a timeline</i></p> <p><i>I can begin to use dates and terms related to the period of study</i></p> <p><i>I can sequence events and artefacts</i></p>	<p><i>I can place events from the time period studied on a timeline</i></p> <p><i>I can use dates and terms related to the period of study</i></p> <p><i>I can make comparisons between different time periods</i></p> <p><i>I can use more complex terms e.g. BC/AD</i></p>	<p><i>I can place events from the time period studied on a timeline with increasing confident</i></p> <p><i>I use relevant dates and terms related to the period of study</i></p>	<p><i>I can position time periods studies to other time periods taught across the school</i></p> <p><i>I can make more considered comparisons between a growing range of different time periods</i></p>
		<p><i>See below</i></p>	<p><i>See below</i></p>	<p><i>See below</i></p>	<p><i>See below</i></p>	<p><i>See below</i></p>	<p><i>See below</i></p>
<p>Topic Suggestions:</p>							
<p>Range and Depth of historical knowledge</p>		<p><i>Pupils should be taught about:</i></p> <p><i>*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>		<p><i>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms</i></p> <p><i>Pupils should be taught about:</i></p>			

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		<p><i>*Events beyond living memory that are significant nationally or globally</i></p> <p><i>*The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i></p> <p><i>*Significant historical events, people and places in their own locality</i></p> <p>Examples here: :https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf</p>		<p>(examples found here) :https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf</p> <p><i>*changes in Britain from the Stone Age to the Iron Age</i></p> <p><i>*the Roman Empire and its impact on Britain</i> Examples:</p> <p><i>*Britain's settlement by Anglo-Saxons and Scots</i> Examples:</p> <p><i>*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>*A local history study</i></p> <p><i>*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><i>*The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <p><i>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p><i>*A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p>				
		<p>I can recognise the difference between past and present in their own and others' lives</p> <p>I can recount stories from the past</p>	<p>I know some historical figures and understand why they were important</p> <p>I can begin to compare historical periods with life today</p>	<p>I know about some everyday aspects of people's lives from different time periods</p> <p>I can compare historical periods with life today</p>	<p>I can identify key features and events of a time studied</p> <p>I can describe some changes in the historical period being studied</p>	<p>I can describe changes within and between periods and societies studied</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare an aspect of life with the same aspect in</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings</p> <p>I can give an explanation of past events in terms of cause and effect using evidence to support an</p>	

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						another life	<p>explanation</p> <p>I can compare and contrast themes between different time periods</p>
Topic suggestions		<p>Toys</p> <p>Kings & Queens - Richard 111 / Jane Grey (local figures)</p> <p>People from the past</p> <p>Great fire of London</p>	<p>Inspirational women - Mary Seacole & Florence Nightingale</p> <p>Inspirational men - explorers</p> <p>History of transport</p>	<p>Stone Age, Bronze Age, Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Local history study - Battle of Bosworth</p>	<p>Britain's settlement by Anglo Saxons and Scots</p> <p>Ancient Greeks - impact on the Western world</p> <p>Achievements of the earliest civilisations - Egyptians</p>	<p>Victorian children</p> <p>Beyond 1066 - WW1</p> <p>Local history study - Richard 111</p>	<p>Beyond 1066 - WW2</p> <p>Viking and Anglo Saxon struggle for the kingdom of England (Edward the Confessor)</p> <p>Contrast with British history - Mayan Civilisation</p>
Interpretations of history	<p><i>National Curriculum. Pupils should be taught to: Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>		<p><i>National Curriculum. Understand how our knowledge of the past is constructed from a range of sources</i></p>				
		<p>I can pick out information about the past from sources like pictures, artefacts and stories</p>	<p>I can compare pictures or photographs of people or events in the past with now.</p>	<p>I can identify and give reasons for different ways the past is represented</p>	<p>I can begin to evaluate the usefulness of different sources</p>	<p>I can offer some reasons for different versions of events</p> <p>I can begin to compare accounts of events from different sources</p>	<p>I can link sources and work out how conclusions were arrived at</p> <p>I am aware that different evidence will lead to different conclusions</p>
Topic suggestions		See above	See above	See above	See above	See above	See above

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Historical enquiry		<p><i>National Curriculum. Pupils should be taught to: Ask and answer questions</i></p> <p><i>Choose and use parts of stories and other sources to show that they know and understand key features of events.</i></p>		<p><i>National Curriculum. Pupils should be taught to: Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. '</i></p>			
		<p>I can find out answers to simple questions about the past from sources of information, e.g. artefacts</p> <p>I can talk, draw and write my ideas</p>	<p>I can use a source/artefact to answer questions about the past on the basis of observations</p> <p>I can represent the past in a different ways</p>	<p>I can use a range of sources to find about a period</p> <p>I can begin to select and record relevant information from non-fiction text, online resources and other sources.</p>	<p>I can use evidence to build up a clearer picture about past events</p> <p>I can ask a variety of questions</p> <p>I can use the library and internet for research</p>	<p>I can begin to discuss primary and secondary sources</p> <p>I can use the library and internet for research with increasing confidence</p>	<p>I can discuss primary and secondary sources</p> <p>I can bring knowledge gathered from several sources together in a fluent account</p>
Topic suggestion		<p>See above</p>					