



St Paul's Catholic School

History Progression of Skills

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL UNDERSTANDING	To begin to sequence 2 or 3 artefacts from distinctly different periods of time.	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	To begin to recognise the difference between past and present in their own.	Recognise the difference between past and present in their own and others' lives.	To recognise why people did things, why events happened and what happened as a result. To identify differences between ways of life at different times.	To find out about every day lives of people in time studied. To compare with our life today. To understand why people may have wanted to do something.	To use evidence to reconstruct life in time studied. To identify key features and events of time studied. To offer a reasonable explanation for some events.	To study different aspects of different people. To examine causes and results of great events and the impact on people.	To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views. To write another explanation of a past event using evidence to support and illustrate their explanation.
INTERPRETATIONS OF HISTORY om	To begin to explore a given story to distinguish between fact and fiction.	To use stories to encourage children to distinguish between fact and fiction. To compare adults talking about the past.	To compare two versions of a past event. To compare pictures of photographs of people or events in the past. To discuss reliability of photos/ accounts.	To identify and give reasons for different ways in which the past is represented. To distinguish between different sources- compare different versions of the same story.	To look at the evidence available To begin to evaluate the usefulness of different sources. To use text books and historical knowledge.	To compare accounts of events from different sources-fact of fiction. To offer some reasons for different versions of events.	To link sources and work out how conclusions arrived at To consider ways of checking the accuracy of interpretations To be aware that different evidence will lead to different conclusions
HISTORICAL ENQUIRY	To begin to find answers to simple questions about the past.	To find answers to simple questions about the past using different sources.	To use a source – observe and handle sources to answer questions about the past on the basis of simple observations.	To use a range of sources to find out about a period. To select and record information	To use evidence to build up a picture of a past event. To choose relevant	To begin to identify the primary and secondary sources To use evidence to build up a picture of past event.	To recognise primary and secondary sources To use a range of sources to find out about an aspect of the past Suggest omissions and the means of finding out To bring knowledge gathered from several sources together in fluent account
ORGANISATION AND COMMUNICATION	Communicate their knowledge through drawing pictures.	To begin to communicate their knowledge through drama and role play.	To communicate their knowledge confidently through drama and role play.	To begin to communicate their knowledge by making models related to a given concept.	To recall and organise historical information To communicate their knowledge and understanding.	To begin to select and organise information to produce structured work, making appropriate use of dates and terms.	To select and organise information to produce structured work, making appropriate use of dates and terms.