



St. Chad's Catholic Primary School

Skills Progression in History



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	Can find an answer to a question by looking at a simple picture, eg: of a nursery rhyme – which of these lights did Wee Willie Winkie carry? Can say whether a picture is of a baby or a toddler and explain why. Can point to familiar images in pictures of themselves and their own family. Can describe the main features of an artefact.	Sort artefacts into 'then' and 'now' Ask and answer questions related to different sources and artefacts.	Observe and handle a range of sources of information to find out about the past and discuss the effectiveness of the sources. Ask and answer questions about the past to find out answers.	Use sources of information, including ICT, to find out about events, people and changes. Select and record information relevant to the study, using e- learning for research. Ask and answer different questions.	Use and evaluate sources of information, including ICT, to find out about events, people and changes. Use the relevant material to build up a picture of a past event. Ask and answer a variety of questions.	Begin to identify primary and secondary sources. Select and combine relevant information from different sources. Use the evidence collected to build up a picture of life in the time studied.	Recognise primary and secondary sources. Use, evaluate and link a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out. Use the knowledge gathered to work out how conclusions were arrived at.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Can describe differences between him or herself as a baby and as he or she is now. Can sort pictures and objects, matching them to babies, children and adults. Understands and uses common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago' (eg: fairy tales). Realises that images from nursery rhymes are not from nowadays by reference to some period detail, eg: clothes, objects no longer used. Use of terms 'old' and 'new'.	Sequence events and artefacts into a chronological order. Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Sequence events, photographs and artefacts into chronological order, within closer time boundaries and within different periods of time. Use common words and phrases related to the passing of time, for example before, after, past, present, then, now.	Sequence several events or artefacts into periods of time. Use dates and vocabulary related to the passing of time to place the time studied onto a time line.	Place events, people and changes into correct periods of time on a timeline. Use terms related to the period and begin to date events.	Place events, people and changes into correct periods of time. Make comparisons between different times. Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century, decade.	Place current study on a timeline in relation to other studies, to sequence up to 10 events. Use relevant dates and terms related to the passing of time.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical knowledge	Children can see how life must have been different in the past because the nursery rhymes show kettles without plugs, wells for water, etc. Here the main concept is then and now. Children should spot significant differences, eg: what classrooms and lessons were like, or grasp that Guy Fawkes would not fax or phone his conspirator friends.	Use a range of sources to find out about significant people and why they did things in the past.	Recognise why people did things and why events happened, developing empathy and understanding.	Find out about lives of people in the time period studied and compare with our life today. Identify reasons for and results of people's actions.	Identify key features of people's lives or key features of events. Look for links and effects in the time period studied and offer reasonable explanations.	Study different aspects of life of different people (men and women) Examine causes and results of events, and the impact on people. Compare an aspect of life across early and late times studied.	Find out about beliefs, behaviour and characteristics of people, recognising differences in views and feelings. Compare beliefs and behaviour with another time period studied. Use evidence to support and illustrate an explanation on the causes and effects of a past event.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretation	Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'. Can explain why they took the action they did when discussing 'myself'	Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing. Use stories to distinguish between fact and fiction.	Compare photographs of people or events in the past, to identify differences in the ways of life. Identify different ways in which the past is represented.	Recognise similarities and differences between periods of time. Begin to give reasons for and results of the main events and changes.	Identify and describe reasons for and results of historical events, situations and changes in the period studied. Identify different ways in which the past is represented and interpreted.	Identify and describe reasons for and results of historical events, situations and changes within and across different periods. Give reasons for and results of the main changes and events. Show some understanding that aspects of the past have been represented and interpreted in different ways.	Use an increasing depth of factual knowledge to describe past societies and periods, and begin to make links between them. Identify and describe reasons for and results of historical events, situations and changes in the periods and societies studied. Recognise the past is represented and interpreted in different ways, and give reasons for this.