

St Benedict's Catholic Primary School

Progress in Skills: History



With Jesus, we learn,
love and laugh

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Timeline/ Chronology-	Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times.	Order and sequence events and objects. Recognise that their own lives are similar and/or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.	Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time.	Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time.	Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time.	Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time.
Historical enquiry, Interpretation and Using Sources	Make simple observations. Use sources to answer simple questions about the past. Identify some of the basic ways the past can be represented	Ask and answer simple questions about the past. Consider why things may change over time. Recognise some of the reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events.	Use sources to address questions. Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist. Describe some of the ways the past can be represented.	Use sources to address questions and hypotheses. Recognise how sources of evidence are used to make historical claims. Recognise why some events happened and what happened as a result. Identify historically significant people and events.	Use a wider range of sources. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry.	Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others.
Events people and changes	Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate.)	Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant events, people and places in their own locality.	Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate knowledge of Ancient Egypt.	Describe some aspects of the Roman empire and recognise its impact on Britain. Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.	Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. Describe key aspects of non-European society.	Develop awareness of significant historical events. People and places in their own locality. Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.

<p>Communication</p>	<p>Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms.</p>	<p>Talk about what/ who was significant in simple historical accounts. Use role-play, drawing and writing. Use a variety of simple historical terms and concepts.</p>	<p>Discuss some historical events, issues, connections and changes. Present in a range of ways. Use historical terms and vocabulary linked to chronology.</p>	<p>Discuss significant aspects of, and connections between, different historical events. Present in a range of ways. Use historical terms and vocabulary linked to chronology.</p>	<p>Discuss and debate historical issues. Use appropriate vocabulary. Construct responses to historical questions and hypotheses including dates and terms. Choose relevant ways to communicate historical findings.</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary. Construct informed responses to historical questions and hypotheses including dates and terms. Choose the most appropriate way of communicating different historical findings.</p>
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