



St Joseph's Catholic Primary Voluntary Academy skills progression grid

History

Our curriculum is building on the skills learned in our Early Years

- Children will talk about similarities and differences between themselves and others and among families, communities and traditions.
- Children will know about similarities and differences in relation to places, objects, materials and living things.
- Children will capture and documents a sequence of events or experiences.
- Children will understand that lives were different in the past.
- Children will know the properties of some materials and can suggest some of the purposes they are used for.

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Children will sequence events or objects in chronological order	Children will sequence artefacts closer together in time Sequence events Sequence photos etc from different periods of their life Describe memories of key events in lives	Children will place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time	Children will place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD	Children will place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and Periods labels Relate current studies to previous studies Make comparisons between different times in history	Children will place current study on time line in relation to other studies Use relevant dates and terms Sequence up to ten events on a time line
Range and Depth of Historical Knowledge	Children will begin to describe similarities and differences in artefacts drama – why people did things in the past Use a range of sources to find out characteristic features of the past	Children will find out about people and events in other times. Collections of artefacts- confidently describe similarities and differences Drama – develop empathy and understanding (hot Seating, sp and listening)	Children will find out about everyday lives of people in time studied Compare with our life Today Identify reasons for and results of people's actions Understand why people may have had to do something Study change through the lives of significant people	Children will use evidence to reconstruct life in time studied Identify key features and events. Look for links and effects in time studied Offer a reasonable explanation for some events	Children will study different aspects of life of different people – differences between men and women Examine causes and results of great events and the impact on people. Compare life in early and Late times studied	Children will find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied.

Interpretations of History	<p>Children will begin to identify different ways to represent the past (e.g. stories, adults talking about the past, photos, bbc website)</p>	<p>Children will compare pictures or photographs of people or events in the past</p> <p>Able to identify different ways to represent the past</p>	<p>Children will identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Children will look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge</p>	<p>Children will compare accounts of events from different sources. Fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Children will link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of Interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the Library etc. for research</p>
Historical Enquiry	<p>Children will sort artefacts “then” and “now”</p> <p>Use as wide a range of sources as possible</p> <p>Speaking and listening (links to literacy)</p> <p>To ask and answer questions related to different sources and objects</p>	<p>Children will use a source – why, what, who, how, where to</p> <p>Ask questions and find answers</p> <p>Sequence a collection of Artefacts</p> <p>Use of time lines</p> <p>Discuss the effectiveness of sources</p>	<p>Children will use a range of sources to find out about a period.</p> <p>Observe small details – Artefacts, pictures</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, E-learning for research</p> <p>Ask and answer questions</p>	<p>Children will use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions</p> <p>Use the library, e-learning for research</p>	<p>Children will begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of library, E-learning, research</p>	<p>Children will recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>Children will use time lines (3D with objects/ sequential pictures)</p> <p>Drawing</p> <p>Drama/role play</p> <p>Writing (reports, labelling, Simple recount)</p>	<p>Children will add to class display/ museum annotated photographs</p> <p>ICT</p>	<p>Children will communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p>	<p>Children will select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups</p>	<p>Children will fit events into a display sorted by theme time</p> <p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in different forms. Work independently and in groups showing initiative</p>	<p>Children will select an aspect of study to make a display</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing</p> <p>Plan and carry out individual research projects</p>