



St. Benedict's Catholic Primary School

History Progression of Skills & Knowledge



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	• Order some events in chronological order with increasing accuracy • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people from different ages	• Sequence artefacts closer together in time - check with a written or online resource. • Sequence photographs and other artefacts from different periods in a person's life. • Describe key events in the life of a significant historical figure.	• Use dates and terms relating to area of study and passing of time. • Independently place events studied on a timeline. • Sequence several events or artefacts.	• Understand BCE and CE and begin to calculate time differences between the two eras. • Independently place 3 or more events from period studied on a timeline. • Compare relative positions of key events and areas of previous study on a timeline.	• Use relevant terms and period labels e.g. decade, century • Know and sequence key events of time studied • Make comparisons between different times in the past	• Begin to understand the relationship between year and century i.e. the year 1939 was in the 20th Century. • 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	• Recognise the difference between past and present in their own and others' lives. • They know and recount episodes from stories about the past.	• Describe the actions of people in the past and what happened as a result, including how the lives of ordinary people changed. • Identify differences and similarities between ways of life at different times. • Explore ideas about how we know about events that happened long ago.	• Explain how we know about events that happened long ago. • Find out about the everyday lives of people in time studied and compare with our life today. • Identify reasons for and results of people's actions. • Explain how social structures in the past led to different people leading very different lives.	• Use evidence to reconstruct life in time studied. • Identify key features and events of time studied • Look for links and effects in time studied. • Describe the reasons for the Roman withdrawal from Britain and the legacy of the Roman empire they left behind. • Create a reasonable explanation for the course of events in the past e.g. the different motives for invasion by Caesar and Claudius	• Study different aspects of different people e.g. differences between men and women. • Examine causes and results of great events and the impact on people. • Compare an aspect of life with the same aspect in another period. • Compare life in the early and late periods of Ancient Egypt. • Describe what archaeological evidence tells us about life in Anglo-Saxon Britain.	• Describe how the actions of people in the past might have been influenced by the beliefs, behaviour and characteristics prevalent at that time. • Compare beliefs and behaviour with those in a different period of time. • Describe some of the ways in which the end of the Second World War became a turning point in British History. • Know key dates, characters and events of time studied

Historical Interpretations	• Distinguish between fact and opinion in a historical story or account. • Relate their own account of an event through writing or art. • Understand that there may be different versions of a historical event and give reasons why this may happen.	• Discuss the reliability of photos/paintings/accounts and stories. • Compare two versions of the same past event.	• Describe how our understanding of life in the Stone Age has changed over time. • Investigate ancient art and suggest what it tells us about life in the past. • Describe how and why the lives of ordinary people improved from the Stone Age to the Iron Age	• Begin to evaluate the reliability and usefulness of different sources e.g. what do the sources tell us about Julius Caesar? Which ones do you think are more reliable and why? • Describe some of the differences and similarities in different versions of the same event and suggest possible reasons.	• Explain the reliability and usefulness of primary and secondary sources. • Explain how and why Ancient Egypt influenced modern day life. • Study different versions of the same event and offer an explanation based on source, motive, influence and other factors.	• Critically analyse different sources of information and comment on their accuracy. • Select the most appropriate sources and then locate and describe evidence for corroboration and contradiction.
Historical Enquiry	• Find answers to some simple questions about the past from simple sources of information. • Sort artefacts between 'then' and 'now'.	• Answer historical questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Observe or handle sources/artefacts to help answer questions about the past.	• Begin to ask historical questions based on existing knowledge. • Use a range of sources to find out about a period • Observe small details in artefacts/pictures Select and record information relevant to the study. • Begin to use the library and internet for research.	• With support, raise questions and lines of inquiry as study develops. • Use sources of information in ways that go beyond simple observations to answer questions about the past. • Choose relevant material to present a picture of one aspect of life in time past. • Use the library and internet for research.	• Develop own lines of inquiry, selecting the most relevant information and evidence to build a picture of a past event. • Begin to distinguish between primary and secondary sources. • Identify and use links between similar events in current and previous learning. • Understand how our knowledge of the past is constructed from a range of sources.	• Address and, as appropriate, devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information, including primary and secondary sources. • Make confident use of a variety of sources for independent research.
Organisation and Communication	Communicate their knowledge through: • Discussion • Drawing pictures • Drama/role play • Making models • Writing • Using ICT			• Recall, select and organise historical information. • Communicate their knowledge and understanding.	• Select and organise information to produce structured work, making appropriate use of dates and terms.	