



## St John Fisher RC Primary School

### History Skills Progression

|     | AREA OF STUDY                                                                                                                                                                                                   | CHRONOLOGICAL UNDERSTANDING                                                                                                                                                                                                                     | KNOWLEDGE AND UNDERSTANDING                                                                                                                                                                                                                                                                                                                                                                                                                                                 | INTERPRETATION OF HISTORY                                                                                                                                                                                                                                                                                                                                                                         | HISTORICAL ENQUIRY                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ORGANISATION AND COMMUNICATION                                                                                                                                                                                               |
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| REC | <ul style="list-style-type: none"> <li>Personal milestones since birth</li> <li>Dinosaurs</li> <li>Seaside past/present</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Knows the difference between past and present events in his/her own life and some reasons why people's lives were different in the past</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Comments on images of familiar situations in the past</li> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understands the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> | <ul style="list-style-type: none"> <li>Knows the difference between past and present events in his/her own life and some reasons why people's lives were different in the past</li> </ul>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Talks about past and present events in his/her own life and in the lives of family members</li> <li>Talks about the lives of people around them and their roles in society</li> </ul> |
| Y1  | <ul style="list-style-type: none"> <li>The Moon Landing</li> <li>Toys past and present</li> <li>Edgar Wood</li> <li>King Charles &amp; Queen Elizabeth II</li> <li>Seaside Holidays past and present</li> </ul> | <ul style="list-style-type: none"> <li>Place known events and objects in chronological order</li> <li>Sequence events and recount changes within living memory</li> <li>Use common words and phrases relating to the passing of time</li> </ul> | <ul style="list-style-type: none"> <li>Understand key features of events</li> <li>Identify some similarities and differences between ways of life in different periods</li> <li>Discuss the lives of significant individuals in the past who have contributed to national achievements</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Relate his/her own account of an event and understand that others may give a different version</li> <li>Describe events beyond living memory that are significant nationally or globally e.g. events commemorated through festivals or anniversaries</li> <li>Describe significant historical events, people and places in his/her own locality</li> </ul> | <ul style="list-style-type: none"> <li>Find answers to some simple questions about the past from simple sources of information</li> <li>Describe some simple similarities and differences between artefacts</li> <li>Find answers to some simple questions about the past from simple sources of information</li> <li>Sort artefacts from 'then' and 'now'</li> <li>Ask and answer relevant basic questions about the past</li> <li>Describe changes within living memory</li> </ul> | <ul style="list-style-type: none"> <li>Talk, draw or write about aspects of the past</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Speak about how he/she has found out about the past</li> </ul>     |



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|    | AREA OF STUDY                                                                                                                         | CHRONOLOGICAL UNDERSTANDING                                                                                                                                                                                                                                                                                                        | KNOWLEDGE AND UNDERSTANDING                                                                                                                                                                                                                                                                                                                                                            | INTERPRETATION OF HISTORY                                                                                                                                                                                                                                                    | HISTORICAL ENQUIRY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ORGANISATION AND COMMUNICATION                                                                                                                                                                                                    |
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| Y2 | <ul style="list-style-type: none"> <li>• Christopher Columbus</li> <li>• Ernest Shackleton</li> <li>• Great Fire of London</li> </ul> | <ul style="list-style-type: none"> <li>• Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> </ul> | <ul style="list-style-type: none"> <li>• Understand key features of events</li> <li>• Identify some similarities and differences between ways of life in different periods</li> <li>• Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> </ul> | <ul style="list-style-type: none"> <li>• Relate his/her own account of an event and understand that others may give a different version</li> <li>• Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London</li> </ul> | <ul style="list-style-type: none"> <li>• Find answers to some simple questions about the past from simple sources of information</li> <li>• Describe some simple similarities and differences between artefacts</li> <li>• Find answers to some simple questions about the past from simple sources of information</li> <li>• Sort artefacts from 'then' and 'now'</li> <li>• Ask and answer relevant basic questions about the past</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• Describe changes within living memory and aspects of change in national life</li> </ul> | <ul style="list-style-type: none"> <li>• Talk, draw or write about aspects of the past</li> <li>• Speak about how he/she has found out about the past</li> <li>• Record what he/she has learned by drawing and writing</li> </ul> |



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|    | AREA OF STUDY                                                                                                                  | CHRONOLOGICAL UNDERSTANDING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | KNOWLEDGE AND UNDERSTANDING                                                                                        | INTERPRETATION OF HISTORY                                                                                                                                                                                                         | HISTORICAL ENQUIRY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ORGANISATION AND COMMUNICATION                                                                                                                                                                                                               |
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| Y3 | <ul style="list-style-type: none"> <li>• Stone Age</li> <li>• Bronze Age to Iron Age Celts</li> <li>• Ancient Egypt</li> </ul> | <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time</li> <li>• Describe memories of key events in his/her life using historical vocabulary</li> <li>• Place some historical periods in a chronological framework</li> <li>• Use historic terms related to the period of study</li> <li>• Use dates to order and place events on a timeline</li> <li>• Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul> | <ul style="list-style-type: none"> <li>• Describe changes in Britain from the Stone Age to the Iron Age</li> </ul> | <ul style="list-style-type: none"> <li>• Make comparisons between aspects of periods of history and the present day</li> <li>• Understand that the type of information available depends on the period of time studied</li> </ul> | <ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> <li>• Compare sources of information available for the study of different times in the past</li> <li>• Evaluate the usefulness of a variety of sources</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology</li> <li>• Present findings and communicate knowledge and understanding in different ways</li> </ul> |



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|    | AREA OF STUDY                                                                                                                                                       | CHRONOLOGICAL UNDERSTANDING                                                                                                                                                                                                                                                                                                             | KNOWLEDGE AND UNDERSTANDING                                                                                                                                                                                                                                                                       | INTERPRETATION OF HISTORY                                                                                                                                                                                                         | HISTORICAL ENQUIRY                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ORGANISATION AND COMMUNICATION                                                                                                                                                                                                               |
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| Y4 | <ul style="list-style-type: none"> <li>• Roman Invasion and Boudicca's Rebellion</li> <li>• Romans in Britain</li> <li>• Anglo-Saxons</li> <li>• Vikings</li> </ul> | <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time</li> <li>• Place some historical periods in a chronological framework</li> <li>• Use historic terms related to the period of study</li> <li>• Use dates to order and place events on a timeline</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the Roman Empire and its impact on Britain</li> <li>• Describe Britain's settlement by Anglo-Saxons and Scots</li> <li>• Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> | <ul style="list-style-type: none"> <li>• Make comparisons between aspects of periods of history and the present day</li> <li>• Understand that the type of information available depends on the period of time studied</li> </ul> | <ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> <li>• Compare sources of information available for the study of different times in the past</li> <li>• Evaluate the usefulness of a variety of sources Understand how our knowledge of the past is constructed from a range of sources</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate his/her learning in an organised and structured way, using appropriate terminology</li> <li>• Present findings and communicate knowledge and understanding in different ways</li> </ul> |



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|    | AREA OF STUDY                                                                                                                     | CHRONOLOGICAL UNDERSTANDING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | KNOWLEDGE AND UNDERSTANDING                                                                                                                                                                                                                                                                                                                                                        | INTERPRETATION OF HISTORY                                                                                                                                                                                                     | HISTORICAL ENQUIRY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ORGANISATION AND COMMUNICATION                                                                                                                                                                                                                                                                                           |
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| Y5 | <ul style="list-style-type: none"> <li>The Victorians-Local Study-Quarry Bank Mill</li> <li>Ancient Greek Civilization</li> </ul> | <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> <li>Place some historical periods in a chronological framework</li> <li>Use historic terms related to the period of study</li> <li>Use dates to order and place events on a timeline</li> <li>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</li> <li>Describe a study of Ancient Greek life and achievements and their influence on the western world</li> </ul> | <ul style="list-style-type: none"> <li>Give some reasons for some important historical events</li> <li>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>Use evidence to support arguments</li> <li>Describe a local history study</li> </ul> | <ul style="list-style-type: none"> <li>Make comparisons between aspects of periods of history and the present day</li> <li>Understand that the type of information available depends on the period of time studied</li> </ul> | <ul style="list-style-type: none"> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>Use a variety of resources to find out about aspects of life in the past</li> <li>Understand that sources can contradict each other</li> <li>Compare sources of information available for the study of different times in the past</li> <li>Evaluate the usefulness of a variety of sources</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources</li> </ul> | <ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way, using appropriate terminology</li> <li>Present findings and communicate knowledge and understanding in different ways</li> <li>Provide an account of a historical event based on more than one source</li> </ul> |



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| Y6 | <ul style="list-style-type: none"> <li>World War 1</li> <li>World War 2</li> <li>The Ancient Maya</li> </ul> | <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> <li>Place some historical periods in a chronological framework</li> <li>Use historic terms related to the period of study</li> <li>Use dates to order and place events on a timeline</li> <li>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</li> <li>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of the Mayan civilization</li> </ul> | <ul style="list-style-type: none"> <li>Give some reasons for some important historical events</li> <li>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> </ul> | <ul style="list-style-type: none"> <li>Make comparisons between aspects of periods of history and the present day</li> <li>Understand that the type of information available depends on the period of time studied</li> </ul> | <ul style="list-style-type: none"> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>Use a variety of resources to find out about aspects of life in the past</li> <li>Understand that sources can contradict each other</li> <li>Compare sources of information available for the study of different times in the past</li> <li>Evaluate the usefulness of a variety of sources</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>Make confident use of a variety of sources for independent research</li> </ul> | <ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way, using appropriate terminology</li> <li>Present findings and communicate knowledge and understanding in different ways</li> <li>Provide an account of a historical event based on more than one source</li> </ul> |