

St Joseph's Catholic Primary School
History - Progression in Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry	Comment on images of familiar situation in the past.	Ask questions to find out more.	Find answers to simple questions about the past from sources of information e.g. artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.
Interpretations	Begin to make sense of their own life story and families history.	Compare and contrast characters from stories including figures from the past.	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past - How reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period –	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use

					museum, cartoons etc.			the library and internet for research.
Chronology	Use every day language related to time.	Begin to describe a sequence of events.	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.	Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from period studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past	Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline
Communication	Communicate their knowledge through drawing pictures, making models and role-play.	Communicate their knowledge through discussion, drawing pictures, role-play, and making models.	Communicate their knowledge through discussion, drawing pictures, drama, making models, writing and use of ICT.	Communicate their knowledge through discussion, drawing pictures, drama, making models, writing and use of ICT.	Recall, select and organise historical information. Communicate their knowledge and understanding.	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.	Select and organise information to produce structured work, making appropriate use of dates and terms.