

ST BERNADETTE'S PROGRESSION OF HISTORY SKILLS 2021 - 2022

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	I can use language relating to time - old, new, yesterday, today, before I was born.	I can use words and phrases like: before, after, past, present, then and now.	I can use words and phrases like: before, after, past, present, then and now correctly in my learning.	I can describe events and periods using the word BC (Before Christ) AD (Anno Domini) and decade, century, ancient.	I can use historic terms related to the period of study (see vocabulary lists) but also generic ones e.g. decade, century, millennium, era, period, ancient, BCE/CE and BC/AD	I can describe events using words such as AD/BC/CE/BCE and those related to the period I am studying - Tudors, Ancient Greeks, Baghdad.	I can use relevant dates and vocab - empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.
	I can order and sequence familiar events.	I can sequence 3 events from within living memory on a timeline.	I can sequence a set of events in chronological order on a timeline and give reasons for their order.	I can use a timeline to order events and significant people for the period of time I am studying.	I can order significant events and dates on a timeline.	I can use a timeline with different historical periods to sequence historical events or key historical people.	I can order and sequence up to 10 significant events, from the period of history I am studying and to place features of historical events, dates and people from the past societies and periods.
	I can retell a simple past event in my own life and that of family members.	I can tell others about things that happened in the past to myself or others.	I can recount changes over time.	I can describe events in the past using dates when things happened.	I can describe the main changes in a period of history.	I can make comparisons between different times in the past.	I can relate current studies to previous learning and make comparisons between different times in history social, religious, political, cultural, technological.

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Knowledge and Understanding of past events. people and changes in the past.	I can remember and talk about significant events in my own experience.	I can talk about things that happened to me in living memory.	I can recount events from a significant event in history.	I can describe events from the past using dates when things happened.	I can identify key features and events of time studied.	I can study different aspects of different people - the differences between men and women.	I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
	I am beginning to recognise past and present in my own life.	I can recognise the differences between past and present in my own and others' lives.	I can identify similarities and differences between then and now.	I can find out about everyday lives of people in time and studied, and compare with our life today.	I can describe features of past societies and events of time studied.	I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.	I can recognise and describe differences and similarities/ changes and continuity between different periods of history.
	<b>ELG:</b> I can talk about past and present events in my own life and the lives of my family.	I can recall some facts about people/events before living memory.	I can recognise why people did things, why events happened and what happened as a result.	I can identify reasons for and results of peoples' actions.	I can look for links and effects in time studied.	I can identify changes and links within and across the time periods studied.	I can compare beliefs and behaviour with another time studied.
				I understand why people may have wanted to do something.	I can offer a reasonable explanation for some events.	I can examine causes and results of great events and the impact on people.	I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.
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Historical Interpretation	I can look at books, photographs, pictures, artefacts, videos to find out about the past.	I am beginning to use different sources to find out about the past eg. books, artefacts, buildings, museums, internet.	I can use different sources to find out about the past eg. books, artefacts, buildings, museums, internet.	I can distinguish between different sources and evaluate their usefulness.	I can begin to evaluate the usefulness of different sources.	I can evaluate evidence to choose the most reliable forms.	I can evaluate evidence to choose the most reliable forms.
		I can begin to identify different ways to represent the past eg. photos, stories, adults talking about the past.	I can compare pictures or photos of people or events in the past.	I can look at representations of the period: museums, cartoons etc.	I can use text books and historical knowledge.	I understand that some evidence from the past is propaganda, opinion or misinformation and that this affects the interpretations of history.	I know that people both in the past have a point of view and that this can affect interpretation.

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		I can listen to different versions of the same story from the period I am studying.	I can compare two different versions of the past eg. diary or newspaper recount.	I can explore the idea that there are different accounts of history.	I can look at different versions of the same story and identify some differences.	I can compare accounts of different events and offer some reasons why.	I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
<b>Historical Enquiry</b>	I can look at pictures and objects from the past and ask questions.	I know how to ask and answer simple questions about events and people in the past and can begin to use eg. books, pictures, internet.	I can use a source: observe or handle sources to answer questions about the past on the basis of simple observations.	I can use a range of sources, and begin to learn the terms primary and secondary, to find out about a period of history - artefacts, pictures, books etc.	I know that evidence can be primary or secondary and begin to use sources to build up a picture of a past event.	I can identify primary and secondary sources and use these to collect information and build a picture of the past.	I can identify and use primary and secondary sources of information and select the most appropriate for a task.
	I can record marks I can interpret and explain.	I can find the answers to simple questions using a source.	I can choose and use parts of stories and other sources to answer questions about the past and show understanding of the events.	I can select and record information relevant to the study.	I can choose relevant material to present a picture of one aspect of life in time past.	I can choose reliable sources of evidence to answer questions.	I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
	I can look at pictures and ask questions.	I can look at books and discuss what is happening in the pictures and recognise some key words eg, castle, knight, queen.	I can begin to find information from a selection of books linked to the period I am studying.	I can use the library and internet for research with support.	I can use the library and internet for research.	I can use the library and internet for research with increasing confidence.	I can form my own opinions about historical events from a range of sources.

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<b>Organisation and Communication</b>	I can talk, write and draw about things from the past.	I can explain my historical understanding through a range of practical and written activities.	I can write simple stories and recounts.	I can use historical sources to create written narrative and structure accounts.	I can discuss most appropriate way to present information, realising that it is for an audience.	I can choose the most appropriate way to present my information, for an intended audience and purpose.	I can plan and present a self-directed project or research about the studied period.
	I can sort events or objects into groups.	I can use pictures, drama, role play, build models and use timelines to present my work.	I can draw and label diagrams and write about them to tell others about people, events and objects from the past.	I can draw labelled diagrams and write about them to tell others about people, objects and events from the past.	I can communicate about past using speaking, writing, maths (data handling), ICT, drama and drawing skills ensuring they use subject specific words such as monarch, settlement, invade.	I can present structured and organised findings about the past: writing, maths (data), ICT, drama, drawing.	I can communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
	I can listen to stories and recounts discussing key words eg. past, present.	I can start to show an understanding of historical vocabulary.	I can use some historical vocabulary accurately.	I can use dates and terms with increasing accuracy.	I can use dates and terms accurately.	I can use dates and terms accurately.	I can make accurate use of specific dates and term showing a good understanding of historical vocabulary.