



# St Leo's and Southmead Catholic Nursery and Primary School

## History Progression of Skills

|                             | Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
|-----------------------------|---|--|---|---|--|---|
| Autumn                      | <b>Toys/Childhood</b>   | <b>Titanic</b>   | <b>Stone Age</b>  | <b>Romans</b>   | <b>World War One</b>   | <b>World War Two</b>  |
| Spring                      | <b>Williamson Tunnels</b>   | <b>Neil Armstrong</b>  | <b>Greeks</b>   | <b>Anglo Saxons</b>   | <b>Ancient Egypt</b>   | <b>Shang Dynasty</b>  |
| Summer                      | <b>Castles</b>  | <b>Great Fire of London</b>  | <b>Victorians</b>   | <b>Local Study</b>  | <b>Anglo Saxons -Vikings</b>   | <b>Tudors</b>   |
| Chronological Understanding | <p>Place objects and events in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases to the passing of time.</p>                          | <p>Show awareness of past, using common words and phrases relating to the passing of time.</p> <p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>       | <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in their lives using historical vocabulary.</p> <p>Place some historical periods in chronological framework and identify similarities and differences between ways of life in different periods.</p> | <p>Place some historical periods in chronological framework.</p> <p>Use historic terms related to the period of study</p>   | <p>Use dates to order and place events on a timeline.</p> <p>Use historic terms related to the period of study</p> | <p>Use dates to order and place events on a timeline.</p>   |
| Historical Enquiry          | <p>Find answers to the simple questions about the past from sources of information.</p> <p>Describe similarities and differences between artefacts.</p> <p>Ask and answer basic questions about the past.</p> | <p>Ask and answer questions, choosing and using parts of the stories and other sources to show that they know and understand key features of events.</p> <p>Show understanding of some ways in which we find out about the past and identify different ways in which it is</p> | <p>Ask and answer questions, choosing and using parts of the stories and other sources to show that they know and understand key features of events.</p> <p>Show understanding of some ways in which we find out about the past and identify different ways in which they have influenced present day.</p>                          | <p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> | <p>Compare sources of information available for the study of different times in the past.</p>                      | <p>Address and sometime devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p> |

*'Nurture, Inspire, Succeed'*



# St Leo's and Southmead Catholic Nursery and Primary School

## History Progression of Skills

|                                |  |   |  |  |  |   |
|--------------------------------|--|---|--|--|--|---|
|                                |  | represented.  |  |  |  | relevant historical information.<br><br>Understand how our knowledge of the past is contrasted from a range of sources.<br><br>Make confident use of a variety of sources for independent research. |
| Historical Interpretations     | Relate their own account of an event and understand that others may give a different version | Describe events beyond living memory that are significant.<br><br>Describe historical events, people and places in their locality.  | Describe events beyond living memory that are significant.<br><br>Describe historical events, people and places in their locality.   | Understand sources can contradict each other   | Understand that the type of information available depends on the period of time studied.<br><br>Evaluate the usefulness of a variety of sources. | Understand that the type of information available depends on the period of time studied.<br><br>Evaluate the usefulness of a variety of sources.  |
| Organisation and communication | Talk, draw and write about aspects of the past   | Use historical vocabulary.<br><br>Use historical terms.<br><br>Speak about how they found out about the past.<br><br>Record what they have learnt by drawing and writing. | Use an increasing range of common words and phrases relating to the passing of time.<br><br>Describe key events using historical vocabulary.<br><br>Record what they have learnt by drawing and writing. | Communicate their learning in an organised and structured way using appropriate terminology. | Provide an account of a historical event based on more than one source.<br><br>Use evidence to support arguments.                                | Provide an account of a historical event based on more than one source.   |

*'Nurture, Inspire, Succeed'*



# St Leo's and Southmead Catholic Nursery and Primary School

## History Progression of Skills

|  |  |   |   |  |   |  |
|--|--|---|---|--|---|--|
| <p>Understanding of events, people and changes</p> | <p>Understand key features of events</p> <p>Identify some similarities and differences between ways of life in the past.</p> | <p>Discuss lives of significant famous people and changes and compare to lives of others in different periods.</p> <p>Understanding of events, people and changes</p> | <p>Discuss and write about the lives of significant famous people and changes and compare to lives of others in different periods.</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>Suggest reasons for why there were differences between periods.</p> <p>Describe changes in Britain from Stone age to Iron age.</p> <p>Describe a study of an aspect or a theme in British history that extends chronological knowledge beyond 1066.</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> | <p>Discuss and write about the lives of significant famous people and changes and compare to lives of others in different periods.</p> <p>Describe Roman Empire and its impact on Britain</p> <p>Describe Britain's Settlements by Anglo Saxons and Scots.</p> <p>Describe a local History study.</p> <p>Describe a study of an aspect or a theme in British history that extends chronological knowledge beyond 1066.</p> | <p>Understand some reasons for some important historical events.</p> <p>Describe the Vikings and Anglo Saxons struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Describe a study of an aspect or a theme in British history that extends chronological knowledge beyond 1066.</p> | <p>Describe the achievements of the Shang Dynasty and understand where and when they appeared.</p> <p>Use evidence to support arguments.</p> |
|--|--|---|---|--|---|--|