



St Leo's and Southmead Catholic Nursery and Primary School

History Progression of Skills

Reception ELG	ELG: Past and Present Children at the expected level of development will: <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Toys/Childhood	Titanic	Victorians	Rainhill Trials	World War One	Tudors
Spring	Seaside in the Past	Neil Armstrong	Egypt	Greek	Mayan	Anglo Saxons-Vikings
Summer	Castles	Great Fire of London	Stone Age	Roman Britain	Anglo Saxons	Benin
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</p>	<p>Ask and answer questions, choosing and using parts of the stories and other sources to show that they know and</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>Use sources of information in ways that go beyond simple observations to answer questions about 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,</p>

'Nurture, Inspire, Succeed'



St Leo's and Southmead Catholic Nursery and Primary School

History Progression of Skills

	<p>and differences between artefacts.</p> <p>Ask and answer basic questions about the past.</p>	<p>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 represented.</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 a variety of resources to find out about aspects of life in the past.</p>		<p>difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is contrasted from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p>
Historical Interpretations	<p>Relate their own account of an event and understand that others may give a different version</p>	<p>Describe events beyond living memory that are significant.</p> <p>Describe historical events, people and places in their locality.</p>	<p>Describe events beyond living memory that are significant.</p> <p>Describe historical events, people and places in their locality.</p>	<p>Understand sources can contradict each other</p>	<p>Understand that the type of information available depends on the period of time studied.</p> <p>Evaluate the usefulness of a variety of sources.</p>	<p>Understand that the type of information available depends on the period of time studied.</p> <p>Evaluate the usefulness of a variety of sources.</p>
Organisation and	<p>Talk, draw and write about aspects of the</p>	<p>Use historical vocabulary.</p>	<p>Use an increasing range of common words and</p>	<p>Communicate their learning in an</p>	<p>Provide an account of a historical event</p>	<p>Provide an account of a historical event</p>

'Nurture, Inspire, Succeed'



St Leo's and Southmead Catholic Nursery and Primary School

History Progression of Skills

communication	past	<p>Use historical terms.</p> <p>Speak about how they found out about the past.</p> <p>Record what they have learnt by drawing and writing.</p>	<p>phrases relating to the passing of time.</p> <p>Describe key events using historical vocabulary.</p> <p>Record what they have learnt by drawing and writing.</p>	<p>organised and structured way using appropriate terminology.</p>	<p>based on more than one source.</p> <p>Use evidence to support arguments.</p>	<p>based on more than one source.</p>
Understanding of events, people and changes	<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>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>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>Describe Roman Empire and its impact on Britain</p> <p>Describe a local History study.</p> <p>Describe a study of an aspect or a theme in British history that extends chronological</p>	<p>Understand some reasons for some important historical events.</p> <p>Describe a study of an aspect or a theme in British history that extends chronological knowledge beyond 1066.</p> <p>Describe Britain's Settlements by Anglo Saxons and Scots.</p>	<p>Use evidence to support arguments.</p> <p>Describe the Vikings and Anglo Saxons struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization</p>



St Leo's and Southmead Catholic Nursery and Primary School

History Progression of Skills

				knowledge beyond 1066.		c. AD 900; Benin (West Africa) c. AD 900-1300
--	--	--	--	------------------------	--	---