



St Mary and St Peter Catholic Primary School

Progression in learning History

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and content	<p>Explore the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London].</p> <p>Explore significant historical events, people and places in their own locality.</p>	<p>The Romans Pupils should be taught about the Roman empire and its impact on Britain.</p> <p>Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>Anglo-Saxons Pupils should be taught about Britain's settlement by Anglo-Saxons.</p> <p>Non-European Study Pupils should be taught about a non-European society that provides contrasts with British history: (West Africa) c. AD 900-1300</p>	<p>Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Local History Pupils should be taught about an aspect of local history (WW2).</p>	<p>Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Victorians).</p> <p>Pre-Roman Britain Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p>
Chronology	<p>Sequence events or objects in chronological order.</p>	<p>Sequence artefacts, events, photos etc... from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a time line.</p> <p>Sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p>	<p>Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a time line.</p>
Historical enquiry	<p>Sort artefacts "then" and "now"</p> <p>Use as wide a range of sources as possible</p> <p>Speaking and listening (links to literacy) to ask and answer</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Use of time lines.</p>	<p>Use a range of sources (e.g. artefacts, pictures) to observe small details and find out about a period.</p> <p>Select and record information relevant to the study.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in a period studied.</p> <p>Select relevant sections of Information.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p>

	questions related to different sources and objects.	Discuss the effectiveness of sources.	Use the library and internet for research ask and answer questions.	questions use the library and internet for research.	Confident use of library, internet and other sources to develop their own lines of enquiry and research.	Bring knowledge gathering from several sources together (both primary and secondary) to produce a fluent account.
Interpretations of history	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	Compare pictures or photographs of people or events in the past. Identify different ways to represent the past.	Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, cartoons etc...	Look at the evidence available Begin to evaluate the usefulness of different sources. Use of 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.
Organisation and communication	Time lines (3D with objects/ sequential pictures) Drama and role play. Drawings (labelled). Writing (reports, labelling, simple recount).	Time lines (3D with objects/ sequential pictures) Drama and role play. Annotated photographs and diagrams. Class display/museum.	Time lines (2D and 3D) across periods of history, including dates, photographs and artefacts. Drama and role play. Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, models...	Time lines (2D and 3D) across periods of history, including dates, photographs and artefacts. Drama and role play. Select data and organise it to answer historical questions know the period in which the study is set Display findings in a variety of ways work independently and in groups (projects, debates, class pop-up museums/ exhibitions).	Sort and organist periods of history onto a timeline using dates, photographs and artefacts and explore the chronology of different periods of history and their significance (e.g. WW2 was a short period of history compared to the Ancient Greeks, but still very significant). Drama and role play. Fit events into a display sorted by theme time (class project, film, exhibition, pop-up museum...) with increased independence. Use appropriate terms, matching dates to people and events record and communicate knowledge in different forms. Work independently and in groups showing initiative.	Sort and organist periods of history onto a timeline using dates, photographs and artefacts and explore the chronology of different periods of history and their impact (e.g. the Victorians). Drama and role play. Select aspect of study to make a display/ presentation/ exhibition/ pop-up museum independently. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.