

St Joseph's History Progression of Skills

Skill/Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Chronological Knowledge & Understanding <i>including characteristic features of periods</i>	<i>Develop an awareness of the past.</i> <i>Use common words and phrases relating to the passing of time.</i> <i>Know where all people/events studied fit into a chronological framework.</i> <i>Identify similarities / differences between periods.</i> <i>Put up to three/five object in chronological order.</i> <i>Use words and phrases like: old, new and a long time ago.</i> <i>Talk about things that happened when they were little.</i> <i>Recognise that a story they hear may be from a long time ago.</i> <i>Explain how they have changes since they were born.</i>	<i>Develop an awareness of the past.</i> <i>Use common words and phrases relating to the passing of time.</i> <i>Know where all people/events studied fit into a chronological framework.</i> <i>Identify similarities / differences between periods.</i> <i>Use phrases like 'before I was born' and 'when I was younger'.</i> <i>Use words like: before, after, past, present, then and now in their writing.</i> <i>Use words past and present correctly.</i> <i>Sequence events in chronological order and give reasons for the order.</i> <i>Sequence events about own life.</i> <i>Sequence events about the life of a famous person/event.</i> <i>Try to work out how long ago something happened.</i>	<i>Continue to develop chronologically secure knowledge of history.</i> <i>Establish clear narratives within and across periods studied.</i> <i>Note connections, contrasts and trends over time.</i> <i>Describe events and periods using BC, AD, decade, century and ancient.</i> <i>Describe events from the past using dates.</i> <i>Use a specific timeline of history to order events.</i> <i>Use mathematical knowledge to work out how long ago something happened.</i> <i>Place special events on a timeline.</i>	<i>Continue to develop chronologically secure knowledge of history.</i> <i>Establish clear narratives within and across periods studied.</i> <i>Note connections, contrasts and trends over time.</i> <i>Plot recent history on a timeline using centuries.</i> <i>Place periods of history on a timeline showing periods of time.</i> <i>Use mathematical skills to round up time differences into centuries and decades.</i> <i>Work out time differences between major points in history.</i> <i>Begin to build up a picture of Britain throughout the centuries.</i> <i>Begin to recognize and quantify different time-periods that exist between different groups that invaded Britain.</i>	<i>Continue to develop chronologically secure knowledge of history.</i> <i>Establish clear narratives within and across periods studied.</i> <i>Note connections, contrasts and trends over time.</i> <i>Use dates and historical language in work.</i> <i>Draw timeline with different time-periods outlined which show different information, e.g. periods of history, when famous people lived, etc.</i> <i>Create timelines which show specific features.</i>	<i>Continue to develop chronologically secure knowledge of history.</i> <i>Establish clear narratives within and across periods studied.</i> <i>Note connections, contrasts and trends over time.</i> <i>Say where a period of history fits on a timeline.</i> <i>Place a specific event on a timeline by decade.</i> <i>Place features of historical events and people from past societies and periods in a chronological framework.</i> <i>Understand how dates are significant to the study of history.</i>

2. Historical Terminology & Abstract Vocabulary e.g. <i>peasant, civilisation, empire, parliament, etc</i>	<i>Use a wide vocabulary of everyday historical terms.</i> <i>Key concept vocabulary covered: change, artefact, chronology, diversity, empire, invention, Queen, local, long ago, migration, monarchy, oral history, parliament, past, present, significance, sacrifice.</i>	<i>Use a wide vocabulary of everyday historical terms.</i> <i>Key concept vocabulary covered: artefact, aristocracy, change, chronology, continuity, discovery, empire, interpretation, invasion, invention, King/Queen, long ago, monarchy, past, present, oral history, parliament, significance, sacrifice.</i>	<i>Develop appropriate use of everyday historical terms.</i> <i>Key concept vocabulary covered: ancient civilisations, artefact, change, chronology, continuity, discovery, empire, gods, interpretation, invention, long ago, migration, past, oral history, present, prehistory, primary source, significance, sacrifice.</i>	<i>Develop appropriate use of everyday historical terms.</i> <i>Key concept vocabulary covered: ancient civilisations, artefact, change, chronology, conquest, continuity, democracy, discovery, empire, gods, interpretation, invasion, King/Queen, long ago, migration, past, oral history, present, peasant, prehistory, primary source, revolt, significance, sacrifice.</i>	<i>Develop appropriate use of everyday historical terms.</i> <i>Key concept vocabulary covered: ancient civilisations, aristocracy, artefact, change, chronology, conquest, continuity, discovery, diversity, empire, gods, interpretation, invasion, invention, King/Queen, local, migration, monarchy, past, present, oral history, parliament, peasant, prehistory, primary source, secondary source, significance, sacrifice.</i>	<i>Develop appropriate use of everyday historical terms.</i> <i>Key concept vocabulary covered: empire, ancient civilisations, aristocracy, artefact, change, chronology, conquest, continuity, democracy, discovery, diversity, empire, gods, interpretation, invasion, invention, King/Queen, local, monarchy, past, present, oral history, parliament, peasant, prehistory, primary source, secondary source, significance, sacrifice.</i>
3. Historical Enquiry using evidence/communicating ideas.	<i>Ask and answer questions.</i> <i>Understand some ways we find out about the past.</i> <i>Choose and use parts of stories and other sources to show understanding (of concepts below).</i> <i>Ask and answer questions about old and new objects.</i> <i>Spot old and new things in a picture.</i> <i>Answer questions about an artefact/photograph given.</i> <i>Research the life of someone who lived in the local area using the internet and other sources.</i>	<i>Ask and answer questions.</i> <i>Understand some ways we find out about the past.</i> <i>Choose and use parts of stories and other sources to show understanding (of concepts below).</i> <i>Find out about the past by talking to an older person.</i> <i>Research the life of a famous Briton using lots of sources.</i> <i>Research a famous event in Britain and explain why it is celebrated.</i> <i>Say at least two ways we can find out about the past.</i> <i>Explain why eye-witness accounts may vary.</i>	<i>Regularly address and sometimes devise historically valid questions.</i> <i>Identify and explain their understanding of historical concepts.</i> <i>Select and organise relevant historical information.</i> <i>Describe a key event from Britain's past using a range of evidence from different sources.</i> <i>Recognise role of archaeologists in helping us understand the past.</i> <i>Research a specific event from the past.</i>	<i>Regularly address and sometimes devise historically valid questions.</i> <i>Identify and explain their understanding of propaganda and other historical concepts.</i> <i>Select and organise relevant historical information.</i> <i>Describe a key event from Britain's past using a range of evidence from different sources.</i> <i>Research what it was like for a child in a given period of history.</i> <i>Give more than one reason to support a historical argument.</i>	<i>Regularly address and sometimes devise historically valid questions.</i> <i>Identify and explain their understanding of historical concepts.</i> <i>Select and organise relevant historical information.</i> <i>Describe a key event from Britain's past using a range of evidence from different sources.</i> <i>Test out a hypothesis in order to answer a question.</i> <i>Appreciate how historical artefacts have helped us understand more about British lives in the past and present.</i>	<i>Regularly address and sometimes devise historically valid questions.</i> <i>Identify and explain their understanding of propaganda and other historical concepts.</i> <i>Select and organise relevant historical information.</i> <i>Describe a key event from Britain's past using a range of evidence from different sources.</i>

			<i>Identify similarities and differences between given periods in history.</i>	<i>Communicate points of view both orally and written based upon findings.</i>	<i>Research the life of an individual who has had a great influence on Britain.</i>	
4. Interpretations of History	<i>Identify different ways in which the past is represented.</i> <i>Plausible explanation for what an object may have been used for.</i>	<i>Identify different ways in which the past is represented.</i>	<i>Understand why certain events, people and changes might be seen as more significant than others.</i> <i>Explain why there may be different interpretations of events.</i>	<i>Understand why certain events, people and changes might be seen as more significant than others.</i> <i>Explain why there may be different interpretations of events.</i> <i>Research two versions of an event and explain how they differ.</i>	<i>Understand why certain events, people and changes might be seen as more significant than others.</i> <i>Explain why there may be different interpretations of events.</i>	<i>Look at two versions and say how the author may be attempting to persuade or give a specific viewpoint.</i> <i>Understand why certain events, people and changes might be seen as more significant than others.</i> <i>Explain why there may be different interpretations of events.</i>
5a. Continuity & Change in & between periods	<i>Identify similarities / differences between ways of life at different times</i> <i>Changes Within Living Memory (AUT)</i> <i>Local History (SUM)</i>	<i>Identify similarities / differences between ways of life at different times</i> <i>Queens (SPR)</i>	<i>Describe / make links between main events, situations and changes within and across different periods/societies</i> <i>Stone Age, Bronze Age, Iron Age (AUT/SPR)</i> <i>Ancient Egypt (SUM)</i>	<i>Describe / make links between main events, situations and changes within and across different periods/societies</i> <i>Ancient Greece (AUT)</i> <i>Romans (SPR)</i> <i>Anglo-Saxons (SUM)</i>	<i>Describe / make links between main events, situations and changes within and across different periods/societies</i> <i>The Normans (AUT)</i> <i>Ancient Maya (SUM)</i>	<i>Describe / make links between main events, situations and changes within and across different periods/societies</i> <i>Crime and Punishment (AUT)</i> <i>Victorians (SPR)</i> <i>WW2 (SUM)</i>
5b. Cause & Consequence of events	<i>Recognise why people did things, why events happened and what happened as a result</i> <i>Explorers (SPR)</i>	<i>Recognise why people did things, why events happened and what happened as a result</i> <i>Bonfire Night/ Remembrance (AUT)</i> <i>Great Fire of London (SUM)</i>	<i>Identify and give reasons for, results of, historical events, situations, changes</i> <i>Ancient Egypt (SUM)</i>	<i>Identify and give reasons for, results of, historical events, situations, changes</i> <i>Ancient Greece (AUT)</i> <i>Romans (SPR)</i> <i>Anglo-Saxons (SUM)</i>	<i>Identify and give reasons for, results of, historical events, situations, changes</i> <i>The Normans (AUT)</i> <i>Tudors (SPR)</i> <i>Ancient Maya (SUM)</i>	<i>Identify and give reasons for, results of, historical events, situations, changes</i> <i>Crime and Punishment (AUT)</i> <i>Victorians (SPR)</i> <i>WW2 (SUM)</i>
5c. Similarity & Difference within a period/situation (diversity)	<i>Make simple observations about different types of people, events, beliefs within a society</i>	<i>Make simple observations about different types of people, events, beliefs within a society</i> <i>Queens (SPR)</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</i> <i>Ancient Egypt (SUM)</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</i> <i>Ancient Greece (AUT)</i> <i>Romans (SPR)</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</i> <i>Tudors (SPR)</i> <i>Ancient Maya (SUM)</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain & the wider world</i> <i>Crime and Punishment (AUT)</i>

	<i>Changes Within Living Memory (AUT) Local History (SUM)</i>					<i>Victorians (SPR)</i>
5d. Significance of events/people	<i>Talk about who was important eg in a simple historical account</i> <i>Explorers (SPR) Local History (SUM)</i>	<i>Talk about who was important eg in a simple historical account</i> <i>Bonfire Night/ Remembrance (AUT) Queens (SPR) Great Fire of London (SUM)</i>	<i>Identify historically significant people and events in situations</i> <i>Ancient Egypt (SUM)</i>	<i>Identify historically significant people and events in situations</i> <i>Ancient Greece (AUT) Romans (SPR)</i>	<i>Identify historically significant people and events in situations</i> <i>The Normans (AUT) Tudors (SPR)</i>	<i>Identify historically significant people and events in situations</i> <i>Crime and Punishment (AUT) Victorians (SPR) WW2 (SUM)</i>