



St Peter's Catholic Primary School

Progression of skills: History

EYFS

Reception	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELGs	<ul style="list-style-type: none"> • Talk about lives of 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.

KSI

Topic and Enquiry Question	Concept	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	Organisation and Communication
Year 1 Memories NC: Changes within living memory. (reveal aspects of change in national life)	Change	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"	I can identify changes that occurred as a result of an event	I can describe changes and historical events.	I can compare the similarities and differences	I can begin to talk about key events of a significant monarch I can name a monarch.	Sort events or objects into groups (i.e. then and now, old and new) Tell stories about the past. Talk, write and draw about things from the past.
Year 1 Little Inventors NC: The lives of significant individuals	Dreams	I can place events and artefacts on a timeline.	I can look at sources and ask "What was it like for people?" "What happened?"	I can say why certain technology was manufactured.	I can describe how technology has changed and how it has continued	I can use pictures and film footage to find out about technology in the past	I can describe and begin to talk about key events of a significant person/time.	Sort events or objects into groups (i.e. then and now, old and new) Tell stories



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<p>in the past who have contributed to national and international achievements</p>			<p>"What was this used for?" "How long ago?"</p>		<p>over time.</p>	<p>compared to now.</p>		<p>about the past. Talk, write and draw about things from the past.</p>
<p>Year 1 Local History NC: Significant historical events, people and places in their own locality.</p>	<p>Community</p>	<p>I can label timelines with words such as: past, present, older and newer</p>	<p>I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>	<p>I can discuss causes that lead to changes in the local area.</p>	<p>I can say what has stayed the same and what has changed overtime.</p>	<p>I can compare my local area using pictures from the past and present.</p>	<p>I can name a significant place from the past in my local area.</p>	<p>Sort events or objects into groups (i.e. then and now, old and new) Tell stories about the past. Talk, write and draw about things from the past.</p>
<p>Year 2 A Victorian Christmas NC: Lives of significant individuals in the past who have</p>	<p>Tradition</p>	<p>I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes to traditions over time and how some of these traditions have continued.</p>	<p>I can use pictures, stories and film footage to find out about Victorian Traditions compared to now. I can identify some of the different ways the past has</p>	<p>I can describe significant people and events from the past and explain why they are important. (Queen Victoria)</p>	<p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling</p>



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<p>contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>						<p>been represented</p>		<p>and using ICT.</p> <p>Describe objects, people or events in history.</p>
<p>Year 2 London's Burning NC (Events beyond living memory that are significant nationally)</p>	<p>Change Class</p>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p>	<p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Describe objects, people or events in history.</p>



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<p>Year 2</p> <p>Speak Up!</p> <p>NC: 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>Equality Rights</p>	<p>I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes and the historical events they led to.</p>	<p>I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>	<p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>Describe objects, people or events in history.</p>
<p>KS2</p>								
<p>Topic and Enquiry Question</p>	<p>Concept</p>	<p>Chronology</p>	<p>Evidence and Interpretation</p>	<p>Cause and Consequence</p>	<p>Change and Continuity</p>	<p>Similarity and Difference</p>	<p>Historical Significance</p>	<p>Organisation and Communication</p>



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<p>Year 3 Local History The Mayflower</p> <p>NC: A local history study</p>	<p>Freedom</p>	<p>I can place events on a timeline using appropriate dates.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p>	<p>I can suggest causes and consequences of the main events (Mayflower) .</p>	<p>I can describe some changes that occurred during a historical event.</p>		<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT</p>
<p>Year 3 British History Britain Rocks</p> <p>NC: Changes in Britain from Stone Age to Iron Age</p>	<p>Influence</p>	<p>I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE. Begin to</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT</p>



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		understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.)						
Year 3 NC: The Roman Empire and its impact on Britain	Transformation	I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events and changes in Britain when the Romans invaded	I can begin to explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can discuss the importance of people and events in time and the significant impact they had on Britain..	Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT
Year 4	Conflict Power	I can place events, artefacts and	I can suggest suitable	I can suggest causes of invasion in	I can explain the concept of change over	I can describe the social, ethnic, cultural and	I can discuss the importance of people and	Communicate ideas about from the



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<p>Anglo-Saxons and Vikings</p> <p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p>historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>Britain and what the consequences were.</p>	<p>time and represent this with evidence.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p>religious diversity of the past.</p> <p>I can compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p>events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>	<p>past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT</p>
<p>Year 4</p> <p>It's a Wrap</p> <p>NC: The achievements of the earliest civilizations</p>	<p>Belief</p>	<p>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p> <p>Understand how some historical events occurred concurrently in different Position a growing range</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society/ British archaeological thought using evidence to prove my discussion (with support).</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT</p>



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		of eras and events on a timeline						
<p>Year 5</p> <p>Crime and Punishment</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	Justice Forgiveness	<p>Develop a clear understanding of the order of the time periods that they have studied (covering all units from KSI & KS2</p> <p>Order significant events and dates on a timeline</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe I can describe the causes of crime and punishment. I can describe the consequences of crimes.</p>	<p>I can identify changes in crime and punishment.</p> <p>I can explain why these changes happened using terms such as: social, religious, political, cultural and technological.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p>	<p>I can describe the social and cultural significance of a past society.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>



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<p>Year 5 Spring 1 Wealth of Baghdad</p> <p>NC: A non-European society that provides contrasts with British history</p>	<p>Influence Belief</p>	<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	<p>I can describe causes of events and their consequences .</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT</p>
<p>Year 6 We'll Meet Again</p> <p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Resilience</p>	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT</p> <p>Plan and present a self-directed project or research</p>



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What was the impact of WWII?								about the studied period
Year 6 Ancient Greece NC: A study of Greek life and achievements and their influence on the western world	Democracy	<p>I have a clear understanding of the order of the time periods that they have studied including how some historical events occurred concurrently in different locations (covering all units from KS1 & KS2).</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe the main events and changes in Greece and describe consequences.</p>	<p>I can identify changes in Ancient Greece I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare I the social, ethnic, cultural and religious diversity of the past.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society and describe the impact they had on society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT</p> <p>Plan and present a self-directed project or research about the studied period</p>