

*“Every child is a unique child of God.”*

WHINMOOR



ST. PAUL'S  
C of E Primary School

## History Progression of Skills

	Chronological Understanding	Historical Knowledge	Historical Enquiry	Historical Understanding
<b>Year 1</b>  The Great Fire of London  Toys Past and Present	<ul style="list-style-type: none"> <li>I know what a timeline is.</li> <li>I can think about how places are similar and different.</li> <li>I can order events from furthest away to the nearest.</li> </ul>	<ul style="list-style-type: none"> <li>I can remember the key events that I have studied.</li> <li>I can understand why these key events were important.</li> <li>I know that I can find information about history in books.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask simple questions when I am unsure.</li> <li>I can talk about places I have studied by answering questions about them.</li> </ul>	
<b>Year 2</b>  Intrepid Explorers  Transport  Discovering Africa	<ul style="list-style-type: none"> <li>I can accurately order events I have learnt about from furthest away to most recent.</li> <li>I can draw a timeline and place the events I have studied on them.</li> <li>I can compare areas I have studied and think about they are similar and different.</li> </ul>	<ul style="list-style-type: none"> <li>I can remember key events and dates about areas that we have studied.</li> <li>I can identify how we know about the past.</li> <li>I can begin to identify different representations of history such as books, pictures, letter, and videos.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to help me understand more.</li> <li>I can confidently answer increasingly difficult questions about the areas that we have studied.</li> <li>I can use stories or other sources to explain my answers and thoughts.</li> </ul>	
<b>Year 3</b>  Vikings  WWII	<ul style="list-style-type: none"> <li>Place the time period I am learning about on a timeline.</li> <li>Use dates and terms related to the topic and the passing of time.</li> <li>Sequence events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Find out about the everyday lives of the people at the time I am learning about.</li> <li>Compare our lives today with the lives of the people in the time I'm learning about</li> <li>Identify reasons for, and results of, people's actions.</li> <li>Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a time period.</li> <li>Observe small details such as artefacts or pictures.</li> <li>Select and record information relevant to my learning.</li> <li>Begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for the different ways the past is represented.</li> <li>Compare different versions of the same story.</li> <li>Look at different representations of the time period (e.g. Visiting museums and watching tv shows)</li> </ul>

<b>Year 4</b>  Ancient Maya  India  Ancient Egypt	<ul style="list-style-type: none"> <li>Place the time period I am learning about on a timeline.</li> <li>Use terms related to your topic and begin to date events.</li> <li>Understand more complex terms (e.g. BC/AD)</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in the time period I'm learning about</li> <li>Identify key features and events of the time period I am learning about.</li> <li>Look for cause and effect in the time period I am learning about.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant materials to present a picture of one aspect of life in time past.</li> <li>Ask a variety of questions.</li> <li>Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use textbooks and historical knowledge.</li> </ul>
<b>Year 5</b>  Stone Age to Iron Age  The Anglo-Saxons  Ancient Greece	<ul style="list-style-type: none"> <li>Know and sequence key events of the time periods I have learnt about.</li> <li>Use relevant terms and labels to discuss the time period I'm learning about</li> <li>Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about different aspects of different people (e.g. differences between men and women)</li> <li>Examine cause and effect of great events and the impact they had on people.</li> <li>Compare life in early and late time periods.</li> <li>Compare an aspect of life with the same aspect in another time period.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Select relevant information.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> </ul>
<b>Year 6</b>  Romans  Victorians	<ul style="list-style-type: none"> <li>Place the current time period I am learning about on a timeline in relation to others I know about.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events or more on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time period I have learnt about.</li> <li>Write an explanation of a past event, considering cause and effect, using evidence to support and illustrate the explanation.</li> <li>Know key dates, characters, and events of a time period I'm learning about</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Select relevant information.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that all different evidence will lead to different conclusions.</li> <li>Bring knowledge gathered from several different sources together in a fluent account.</li> </ul>