

St Bernadette's Catholic Primary School

Skills Progression for History

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finding Out About the Past(Enquiry)	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Show images of familiar situations in the past, such as homes, schools, and transport.	Talk about and share experiences of the past and present. The Farm Talk about and describe artefacts from the past and present The Farm	Compare aspects of the present with the past and describe simple similarities and differences. London Helping others	Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. Evacuation	Use a range of information to ask and answer questions about the past. All Use interpretations, pictures and written sources to build a picture about the past. All	Answer questions about the past selecting information from a wide range of sources. Ancient Egyptians Ancient Greeks The CW Talk about and give reasons for an event being interpreted in a range of different ways. Ancient Egyptians	Select, combine and present information from more than one source. Mayans Titanic Make a reasoned judgement about the validity of the different representations of the past. Mayans Titanic
Finding Out About the Past(Chronology)		Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. The Farm Talk about own life and those of people I know. The Farm	Talk about events, places and people beyond living memory.(National or Global) Space London Use historical terms to describe the passage of time,	Talk with increasing accuracy and detail about events, places and people beyond living memory. Evacuation Place a range of objects, people and events beyond	Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation. Vikings and The Romans	Describe the key characteristics and features of a range of different periods of history. Ancient Egyptians Ancient Greeks The CW	Compare and contrast features of historical periods identifying similarities and differences. Mayans Describe and analyse the impact of change within and

			<p>Place objects and events within experience, in time order. The Farm</p> <p>Homes</p>	<p>e.g. modern, recent, long ago, older etc. London Helping others</p> <p>Place objects, people and events beyond own experiences in time order Space London Helping others</p>	<p>own experiences in time order. Evacuation</p>		<p>Use dates and historical terms to describe historical periods. Ancient Egyptians Ancient Greeks The CW</p> <p>Place civilisations and events on a timeline showing an understanding of the terms BC and AD Ancient Egyptians Ancient Greeks The CW</p>	<p>between periods in the past. Mayans</p>
Historical Events		<p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p>	<p>Talk about events in my life and the lives of people I know. The Farm</p>	<p>Talk about events and the lives of people beyond living memory. (Own locality) (Joseph Samson Gamgee lived in Birmingham 1828-1880 invention of cotton wool. Needs to be added to Helping others. John Dunlop – studied as part of Year 2 Science) London – Samuel Pepys</p>	<p>Talk about and describe in simple terms features of key events and people in the past. Sustainability</p> <p>Compare similar events from the present and past. WW2</p> <p>Talk about the impact of events on the lives of the people of the time</p>	<p>Explain and give reasons for events in the present and past The Vikings</p>	<p>Describe features of historical events beyond living memory. Ancient Egyptians Ancient Greeks</p>	<p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. Mayans Titanic</p>

					Evacuation Sustainability			
Lifestyles of People in the Past	Begin to make sense of their own life-story and family's history.	Compare and contrast characters from stories, including figures from the past.	Talk about similarities and differences between my life and that of others. The Farm	Describe similarities and differences between the lives of people. (e.g. Queen Victoria/ Queen Elizabeth II, Florence Nightingale/ Edith Cavell) Helping others	Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. Sustainability	Describe the characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc. Romans Anglo-Saxons The Vikings	Compare and analyse the factors that caused change in the past. Ancient Egyptians Ancient Greeks The CW Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine Ancient Greeks The CW Children know the legacy of ancient cultures change to events on later periods in British History including the modern day. Ancient Egyptians Ancient Greeks	Describe and make links between a range of past societies. Mayans Children are aware of the earliest civilisations eg Mayan. Mayans Children know the legacy of Mayan culture change to events on later periods in British History including the modern day. Mayans
Significant Historical People		Comment on images of familiar situations in the past.	Talk about important people in my life and those	Talk about important people beyond living memory using a range	Use a range of sources of information to find out about a significant		Talk about and give reasons for the actions of, and events in the life of a	Conduct a local study. Independent project

		Autumn	of people I know The Farm The Seaside	of historical vocabulary. (National and International achievements) Space Helping others London	historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale. Yardley-Henry VIII Talk about and give reasons for the actions of, and events in the life of a well-known historical person. Yardley-Henry VIII		well-known historical person. (Howard C) Ancient Egyptians	
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