

St Benedict's Catholic Primary School

Progress in Skills: History



With Jesus, we learn,
love and laugh

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>To begin to make sense of their own life history e.g. birthdays, celebrations</p> <p>To begin to make sense of their family's history e.g. family celebrations</p> <p>To use some time terms e.g. now, then, day, week.</p>	<p>To sequence a few events, objects or pieces of information on a timeline.</p> <p>To use a wider range of time terms e.g. recently, before, after, now.</p>	<p>To place events, objects, themes and people from my history topic on a timeline.</p> <p>To use some 'historical period' terms e.g. century, decade.</p>	<p>To place the period accurately on a timeline.</p> <p>To know and recall significant dates, such as AD 43 – Second Roman Invasion of Britain.</p> <p>To explain and use BC (BCE) and AD (CE) accurately in the context of the Iron Age and the Roman Empire.</p>	<p>To place the period accurately on a timeline.e.g. When did the Anglo Saxons arrive in Britain?</p> <p>To use dates and historical period terms accurately.</p>	<p>To place the period accurately on a timeline.</p> <p>To describe what the time period was like.</p> <p>To relate to previous or other known periods of time e.g. What was happening in Britain at the same time as the Maya were at their most powerful?</p> <p>To know about the difference between BC (BCE) and AD (CE)</p>	<p>To place the period accurately on a timeline. E.g. when was the second world war</p> <p>To describe what the time period was like.</p> <p>To relate to previous or other known periods of time.</p> <p>To know about the difference between BC (BCE) and AD (CE)</p>
Cause and consequence		<p>To make some comments about why people did things, why events happened and what happened as a result of these.</p>	<p>To talk about the consequences of the Great Fire of London.</p>	<p>To explore what caused the Romans to invade Britain.</p> <p>To explore what significant change the Romans made.</p>	<p>To build arguments from evidence to study why and how events may have happened and their connection to others e.g. What caused the Picts and Scots to start raiding southern Britain?</p>	<p>To explain my suggestions when giving reasons for and results of historical events, situations and changes. E.g. What were the factors historians thought led to the decline of the Maya?</p>	<p>To analyse and explain reasons for and results of historical events, situations and changes. E.g. What caused the Windrush pioneers to leave their islands and settle in England?</p>
Change and continuity	<p>To know some similarities and differences</p>	<p>To talk about what has changed from the past and</p>	<p>To find some similarities and differences between</p>	<p>To describe and give reasons for some of the</p>	<p>To describe changes within and between periods and societies I</p>	<p>To explain my suggestions and giving reasons for and</p>	<p>To point out trends and links between events, situations</p>

	between things in the past and now.	what has stayed the same.	aspects of life at different times in the past.	changes in Britain from the Stone Age to the Iron Age. To explore how Iron Age Britain changed because of the Roman invasion. To find out about what technological advances the Romans brought.	have learned about e.g. How did burial change throughout the ancient Egyptian civilisation?	results of historical events, situations and changes. E.g. How did Maya civilisations change through their innovations?	and changes within and between different periods and societies over long arcs of time e.g. Which monarchs made Britain more stable? Why was that?
Similarity and difference	Know some similarities and differences between different religious and cultural communities in this country.	To find some similarities and differences between life now and life in the past.	To find some similarities and differences about the way of life and today.	To notice similarities and differences from the Stone Age to Iron Age. To notice what was similar and different in Rome and Britain at that time.	To describe similarities and differences in society, culture and religion e.g. What beliefs did all ancient Egyptian kings have in common?	To describe and make some links between events, situations and changes within and between different periods and societies.	To explain similarities and differences in experiences and ideas, beliefs and attitudes e.g. Comparing monarchs: what do you think was different about them?
Evidence	To talk about the past using sources like pictures, objects and stories.	To use information from more than one source . To talk about the different ways that the past is recorded or represented.	To use artefacts and sources to find out about the past. To compare different sources of evidence.	To know that evidence tells the story of an artefact or place To use evidence to explain the past and place within the studied culture To think critically with evidence	To recognise that sources can be written from different perspectives and for different purposes To compare sources of evidence. To look at a range of evidence.	To know that evidence tells the story of an artefact or place To use evidence to explain the past and place within the studied culture To think critically with evidence	To explain what evidence helps us to know about the past. To explain What types of evidence tell us about the past To explain the reliability and endurance of evidence.
Significance		To point out what people from the past did that was significant.	To talk about significant people at the time. To say what the importance of the Great Fire of London is.	To talk about which events and people were significant during Stone Age to Iron Age and the Romans.	To identify significant events. To recognise the significant changes to the way of life in Britain after the Romans left.	To explain significant events e.g. what was the most significant Maya inventions. To explain the most significant cause and consequences.	To explain which people were most significant. To explain which events were most significant.

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