



Saint Joseph's Catholic Academy Progression of Skills Document – History



Investigate & Interpret the Past	Key Stage One :		Key Stage Two:				
	<p>-Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>-Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p>		<p>-Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>-Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Key Stage 3</p> <p>- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.</p> <p>-understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>				
EYFS	Year one	Year Two	Year Three	Year Four	Year 5	Year 6	KS3
<p>Understanding the World:</p> <p>Comment on images of familiar situations in the past</p> <p>Begin to make sense of their own life-story and family's history.</p>	<ul style="list-style-type: none"> observe or handle source evidence such as artefacts to ask and answer simple questions about the past <p>Compare two versions of a past event</p>	<ul style="list-style-type: none"> Know that there are different types of evidence and sources that can be used to help represent, ask and answer questions and find information about the past <p>Know that there are different types of evidence and sources that can be used to help represent the past.</p>	<ul style="list-style-type: none"> Use a range of primary and secondary sources to gather more detail and build up a clearer picture of the past Devise own questions to find answers about the past 	<ul style="list-style-type: none"> Know the difference between primary and secondary sources <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different</p> <p>Undertake their own research to answer a historical question</p> <ul style="list-style-type: none"> Construct informed responses about one aspect of life or a key event in the past through careful observation of relevant historical information. 	<ul style="list-style-type: none"> Recognise when they are using primary and secondary sources and understand the impact of this on reliability Find and analyse a wide range of evidence about the past <p><u>Know different ways of checking the accuracy of interpretations of the past</u></p> <ul style="list-style-type: none"> Use a wide range of different sources to collect evidence to justify answers about the past e.g. ceramics, pictures, documents, printed sources, posers, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites 	<ul style="list-style-type: none"> Begin to evaluate the usefulness and accuracy of different sources, and form own opinions about the past by using a range of sources Show an awareness of the concept of propaganda <p><u>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual information about the past.</u></p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <ul style="list-style-type: none"> Select relevant sections of information to address historically valid questions and construct detailed, informed responses 	

<div>Build an overview of world history</div> <div> <p>Key Stage One :</p> <p>-Pupils should identify similarities and differences between ways of life in different periods.</p> <p>-Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Key Stage Two:</p> <p>-Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world</p> <p>- Children should note connections, contrasts and trends over time.</p> <p>Key Stage Three:</p> <p>identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p> </div>							
EYFS	Year one	Year Two	Year Three	Year Four	Year 5	Year 6	
<p>Understanding the world</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Past and present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<ul style="list-style-type: none"> Recognise some similarities and differences between the past and the present; Know and recount episodes from stories and significant events in history 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods; Understand reasons why people in the past acted as they did; Find out about significant individuals from the past. 	<ul style="list-style-type: none"> Note key changes over a period of time and be able to give reasons for those changes; Compare the everyday lives of people in time studied with our life today; 	<ul style="list-style-type: none"> Describe connections and contrasts between aspects of history, people, events and artefacts studied. Explain how people and events in the past have influenced life today 	<p>Examine causes and results of great events and the impact these had on people;</p> <ul style="list-style-type: none"> Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children 	<ul style="list-style-type: none"> Identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political 	

Understand chronolog)	Key Stage One:		Key Stage Two				
	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p>		<p>- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Key Stage Three: extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.</p>				
EYFS	Year one	Year Two	Year Three	Year Four	Year 5	Year 6	
<p>Past and present Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<ul style="list-style-type: none"> Use words and phrases such as: old, new, a long time ago <p>Sequence pictures from different periods;</p>	<ul style="list-style-type: none"> Use words and phrases such as old, new, before, after, past, present, then, now and a long time ago. <p>Sequence pictures, artefacts and events that are close together in time;</p> <ul style="list-style-type: none"> Order dates from earliest to latest on simple timelines; 	<ul style="list-style-type: none"> Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Understand how history is divided into different ages such as prehistoric, Ancient, medieval etc. and where the events they study fit on this timeline. 	<ul style="list-style-type: none"> Order an increasing number of significant events, and dates on a timeline using dates accurately; Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. <p>Use dates and terms to describe historical events;</p>	<ul style="list-style-type: none"> Explain how different ages relate to each other in terms of their place in history. <p>Describe in some detail the main changes to an aspect in a period in history;</p>	



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Communicate historically	Key Stage One : - Pupils should use a wide vocabulary of everyday historical terms.		Key Stage 2 develop the appropriate use of historical terms. Key Stage 3 use historical terms and concepts in increasingly sophisticated ways. .				
EYFS	Year One	Year 2	Year 3	Year 4	Year 5	Year 6	
Understanding the world Talk about the lives of people around them and their roles in society	<ul style="list-style-type: none">• Talk, write and draw about things from the past;• Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; Describe memories and changes that have happened in their own lives;	<ul style="list-style-type: none">• Use historical vocabulary to retell simple stories about the past•Discuss their knowledge and understanding about the past.	<ul style="list-style-type: none">• Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;• Present, communicate and organise ideas about the past using different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;	<ul style="list-style-type: none">• Continue to expand appropriate historical vocabulary to communicate information such as era, chronology, time period• Start to present ideas based on their own research about a studied period	<ul style="list-style-type: none">• Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;• Present, communicate and organise ideas about from the past using detailed discussions and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;•	<ul style="list-style-type: none">• Continue to expand their range of historical vocabulary, including abstract terms, with increasing understanding• Plan and present a self-directed project or research about the studied period	