



# St. William of York Catholic Primary School and Nursery



## Progress in Skills: History

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>(Examining a range of sources to investigate how viewpoints and opinions can influence historical knowledge)</p> <p><b>Historical Interpretation</b></p>	<ul style="list-style-type: none"> <li>- I can make sense of my own life story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>- I can comment on images of familiar situations in the past.</li> <li>• I can compare stories including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>- I can begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past)</li> <li>- I can begin to develop their own interpretations from historical artefacts</li> <li>- I can start to use stories or accounts to distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recognise different ways in which the past is represented (including eyewitness accounts)</li> <li>- I can develop own interpretations from photographs and written sources</li> <li>- I can compare pictures or photographs of people and events in the past.</li> <li>- I can start to use stories or accounts to distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify and give reasons for different ways in which the past is represented.</li> <li>- I can distinguish between different sources and evaluate their usefulness</li> <li>- I can look at representations of the period e.g., museums, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify the differences between sources and give reasons for the ways in which the past is represented.</li> <li>- I can begin to evaluate the usefulness of different sources.</li> <li>- I can independently use textbooks to gain historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- I can find and analyse a wide range of evidence about the past.</li> <li>• I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>- I can compare accounts from events from different sources</li> <li>- I can offer some reasons for different versions of events.</li> <li>- I can identify how conclusions have been arrived by linking sources.</li> </ul>	<ul style="list-style-type: none"> <li>- I can find and analyse a wide range of evidence about the past.</li> <li>• I can use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</li> <li>- I can link sources and work out how conclusions were arrived at.</li> <li>- I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>- I can be aware that different evidence will lead to different conclusions.</li> <li>- I can use the library and internet for research.</li> </ul>

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">(Investigating the origins and outcomes of historical events and periods of history)</p> <p style="text-align: center;"><b>Historical Enquiry</b></p>	<p>-- I can make sense of my own life story and family's history</p>	<p>- I can comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> <li>• I can compare stories including figures from the past.</li> </ul>	<p>- I can find answers to some simple questions about the past from simple sources of information.</p> <p>- I can describe some similarities and differences between artefacts.</p> <p>- I can sort artefacts from then and now.</p> <p>- I can ask and answer relevant basic questions about the past.</p> <p>- I can use speaking and listening skills.</p>	<p>- I can show understanding of some ways in which we find out about the past and identify different ways it can be represented.</p> <p>- I can use parts of stories and other sources of information to show I understand key features of events.</p> <p>- I can use timelines.</p> <p>- I can use a source to ask questions and find answers.</p>	<p>- I can use a range of primary and secondary sources to find out about a past event/ time period.</p> <p>- I can observe small details – artefacts/pictures</p> <p>- I can select and record information relevant to the study</p> <p>- I can ask and answer questions.</p> <p>- I can construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>- I can begin to undertake my own research.</p>	<p>- I can use a range of primary and secondary sources to find out about a past event/ time period.</p> <p>- I can use evidence to build up a picture of a past event.</p> <p>- I can choose relevant material to present a picture of one aspect of life in time past.</p> <p>- I can ask a variety of questions to find answers about the past.</p> <p>- I can begin to use books and the internet for research.</p>	<p>- I can begin to identify primary and secondary resources and use them to investigate a past event/ time period.</p> <p>- I can compare sources of information available for the study of different times in the past.</p> <p>- I can use evidence to build up a picture of life in time studied.</p> <p>- I can select relevant sections of information.</p> <p>- I can confidently use the library and the internet for research.</p>	<p>- I can recognise primary and secondary sources.</p> <p>- I can use a range of sources to find out about an aspect of time past, suggest omissions and the means of finding out.</p> <p>- I can bring knowledge gathered from several sources and give a fluent account about the period studied.</p> <p>- I can select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>- I can confidently use the library and internet to investigate my own lines of enquiry.</p>

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>Chronological Understanding</b> (Developing an understanding of how historical events fit together over time)</p>	<p>-- I can make sense of my own life story and family's history</p>	<p>-- I can comment on images of familiar situations in the past. • I can compare stories including figures from the past.</p>	<p>- I can place known events and objects in chronological order. - I can sequence events and recount changes within my living memory. - I can use common words and phrases relating to the passing of time, such as: old, new, earliest, past, present</p>	<p>- I can sequence artefacts closer together in time. - I can sequence events studies within a chronological framework. - I can describe memories of key events in their lives. - I can identify similarities between periods. - I can show an awareness of the past, using common words and phrases relating to the passing of time, such as: sequence, chronological order, recent history, earlier, later, decades, centuries.</p>	<p>- I can place the time studied onto a timeline. - I can sequence events or artefacts. - I can use dates related to the passing of time. - I can begin to show understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - I can begin to use an increasing range of common words and phrases relating to the passing of time, such as: sequence, chronological order, recent history, period, era.</p>	<p>- I can place events from period studied on a timeline. - I can use terms related to the period and begin to date events. - I can understand more complex terms (BC/ AD). - I regularly use an increasing range of common words and phrases relating to the passing of time, such as: period, era, continuity, change, time difference.</p>	<p>- I can place current studies on timeline in relation to other studies. - I know and can sequence key events of time studied. - I can use relevant terms and periods labels. - I can relate current studies to previous studies. - I can understand and describe in some detail the main changes to an aspect in a period of history. - I can make comparisons between different times in history. - I can use relevant terms and phrases relating to the passing of time, such as: AD/BC (BCE), cause, consequence, similarity, anachronism, legacy.</p>	<p>- I can place current study on timeline in relation to other events. - I can use relevant dates and terms. - I can sequence up to ten events on a timeline. - I can understand and describe in more detail the main changes to an aspect in a period of history. - I can make comparisons between different times in history. - I can use relevant terms and phrases relating to the passing of time, such as: AD/ BC (BCE), short – and long – term timescales, difference, significance, trends.</p>
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**Range and Depth of Historical Knowledge.**  
(Knowledge and understanding of events, people and changes in the past)

<p>-- I can make sense of my own life story and family's history</p>	<p>- I can comment on images of familiar situations in the past. • I can compare stories including figures from the past.</p>	<p>- I can begin to describe similarities and difference in artefacts. - I can question why people did things in the past. - I can use a range of sources to find out characteristic features of the past events of time studied. - I can describe significant individuals from the past.</p>	<p>- I can find out about people and events in other times. - I can recount episodes from stories and significant events in history. - I can study collections of artefacts and confidently describe similarities and differences. - I can use drama to develop empathy and understanding (hot seating, speaking and listening).</p>	<p>- I can note key changes over a period of time by identifying key features, aspects and events of the time studied. - I can find out about everyday lives of people from a period of time. - I can compare the time studies with our life today. - I can identify reasons and results of people's actions. - I can show an understanding of why people may have had to do something. - I can describe connections between aspects of history, people, events and artefacts studied.</p>	<p>- I can note key changes over a period of time and be able to give reasons for those changes by identifying key features, aspects and events of the time studied. - I can use evidence to reconstruct life in time studied. - I can look for links and effects in the time studied. - I can offer a reasonable explanation for some events. - I can describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p>- I can study different aspects of life of different people (differences between men and women) - I can describe the key features of the past, including attitudes and beliefs. - I can examine causes and results of great events and the impact on people. - I can compare life in early and late times studied. - I can compare an aspect of life with the same aspect in another period. - I can use appropriate historical terms such as: culture, economic and political when describing a past event.</p>	<p>- I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - I can compare beliefs and behaviour with another period studied. - I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation. - I know key dates, characters and events of time studied - I can compare and contrast ancient civilisations. - I can continue to use historical terms when describing a past event.</p>
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**Skills**

**Nursery**

**Reception**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

-- I can make sense of my own life story and family's history

- I can comment on images of familiar situations in the past.  
• I can compare stories including figures from the past.

- I can read timelines (3D with objects/ sequential pictures).  
- I can present ideas in a drawing.  
- I can involve myself in a drama/ role play.  
- I can talk and write about things from the past.  
- I can use historical vocabulary to retell simple stories about the past.

- I can read and place artefacts on a timeline.  
- I can contribute to a class display / museum by presenting my work in a drawing or writing.  
- I can use drama/ role play to communicate my knowledge about the past.  
- I can speak about what I have found out about the past.  
- I can use a range of historical vocabulary.

- I can communicate my knowledge and understanding in a variety of ways:  
• Discussions  
• Pictures  
• Writing  
• Annotations  
• Drama  
- When writing, I can present information using different genres including letters, recounts, adverts, diaries, posters and guides.  
- I can start to present ideas based on their own research about a studied period.  
- I can use a wide range of vocabulary of everyday historical terms.

- I can communicate my knowledge and understanding in a variety of ways:  
• Discussions  
• Pictures  
• Writing  
• Annotations  
• Drama  
- When writing, I can present information using different genres including letters, recounts, adverts, diaries, posters and guides.  
- I can select data and organise it to answer historical questions.  
- I can work independently and in groups to discuss and record historical information (e.g., audio visual commentary)  
- I can use appropriate terminology.

- I can fit events into a display sorted by time  
- I can use appropriate terms, matching dates to people and events  
- I can record and communicate knowledge in different forms:  
• Detailed discussions  
• Debates  
• Account  
• Diaries  
• Letters  
• Information/travel guides  
• Posters  
• News reports  
- I can work independently or in a group to discuss and record historical information, showing initiative.

- I can recall, select and organise historical information.  
- I can select and organise information to produce structured work, making appropriate use of dates and terms.  
- I can use a variety of ways to communicate knowledge and understanding including extended writing  
- I can plan and carry out individual investigations.

(Methods of presentation that we access or create in order to investigate or record historical information)

**Organisation and Communication**