

St Thomas More School History Progression of Skills

History Progression	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communicating
Nursery	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.	Is interested in photographs of themselves and other familiar people and objects.	Beginning to share experiences of their home life.	In pretend play, imitates everyday actions and events from own family and cultural background.	To role-play experiences from their past including puppets.
Reception	Remembers and talks about significant events in their own experience. To compare experiences with friends and experiences from stories and photographs.	Recognises and describes special times or events for family or friends To understand how an object can be used to inform us about the past.	Talks about past and present events in their own life and in the lives of family members Is able to understand an extended period of time such as seasons in a year.	Enjoys joining in with family customs and routines. Is starting to recognise some similarities and differences between the past and the present.	To share information from home with the class using photographs. Record personal events in the form of pictures. Record personal events in the form of text.
Year 1	Start to compare two simple versions of a past event Start to use stories or accounts to distinguish between fact and fiction	Observe or handle evidence to ask simple questions about the past;	Sequence artefacts and events that are close together in time Order dates from earliest to latest on simple timelines and describe memories and changes that have happened in their own lives Begin to use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before,	Recognise some similarities and differences between the past and the present Know and recount episodes from stories and significant events in history; describe significant individuals from the past.	Talk and draw about things from the past Use drama/role play to communicate their knowledge about the past.

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			after to show the passing of time		
Year 2	Explain that there are different types of evidence and sources that can be used to help represent the past (demonstrate)	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Choose and select evidence and say how it can be used to find out about the past.	Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time	Understand and explain that there are reasons why people in the past acted as they did	Write about things from the past Use historical vocabulary to retell simple stories about the past: Begin to show understanding of historical terms such as monarch, parliament, government, remembrance
Year 3	Look at more than two versions of the same event or story in history and identify some differences	Use a range of sources to find out about the past Begin to construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information	Sequence several events, artefacts or historical figures on a timeline using dates. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Note key events and changes over a period of time and find out about the everyday lives of people in time studied compared with our life today.	Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;
Year 4	Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different	Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information	Sequence several events, artefacts or historical figures on a timeline using dates, , and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Explain how people and events in the past have influenced life today Describe connections and contrasts between aspects of history, people, events and artefacts studied	Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides

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Year 5	Find and analyse a wider range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past	Recognise when they are using primary and secondary sources of information to investigate the past	Order an increasing number of significant events, movements and dates on a timeline using dates accurately	Identify and note connections, contrasts and trends over time in the everyday lives of people	Know and show a good understanding of historical vocabulary Begin to present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing
Year 6	Start to understand the difference between primary and secondary evidence and the impact of this on reliability	Use a wide range of different evidence to investigate the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites and select relevant sections of information to address historically valid questions and construct detailed, informed responses	Accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history	Use appropriate historical terms such as culture, religious, social, economic and political when describing the past Examine causes and results of great events and the impact these had on people Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Present communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing Plan and present a self-directed project or research about the studied period.