



Progression of Skills in History at St James

Due to having mixed year groups we have a rolling program that covers 2 years of objectives in each class, apart from Reception which is a stand-alone class.

	Reception Class 1	Year 1/ 2 Class 2	Year 3/4 Class 3	Year 5/6 Class 4
Historical Knowledge	*Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Year 1 *Begin to describe similarities and differences in artefacts *To question why people did things in the past *Use a range of sources to find out characteristic features of the past Year 2 * I can find out about people and events in other times *I can confidently describe similarities and differences of collections of artefacts Drama – develop empathy and understanding (hot seating, speaking and listening)	Year 3 *I can find out about everyday lives of people in time *I can compare with our life today *I can identify reasons for and results of peoples actions *I can show an understanding of why people may have had to do something *I can study change through the lives of significant individuals (e.g. Queen Elizabeth I) Year 4 *I can use evidence to reconstruct life in time studied *I can identify key features and events *I can look for the links and effects in time studied * I can offer reasonable explanation for some events *I can develop a broad understanding of ancient civilisations	Year 5 *I can study different aspects of life of different people – differences between men and women *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 Year 6 *I can find out 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 *Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation *I know key dates, characters and events of a time studied I can compare and contrast ancient civilisations





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Chronology	<ul style="list-style-type: none"> *Use everyday language related to time *Order and sequence familiar events *Describe main story settings, events and principal characters. *Talk about past and present events in their own lives and in lives of family members. 	<p>Year 1</p> <ul style="list-style-type: none"> *I can sequence events or objects in chronological order <p>Year 2</p> <ul style="list-style-type: none"> *I can sequence artefacts closer together in time *I can sequence events *I can sequence photos etc; from different periods of their life *I can describe memories of key events in their lives 	<p>Year 3</p> <ul style="list-style-type: none"> *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 <p>Year 4</p> <ul style="list-style-type: none"> *I can place events studied from the places studied onto a time line *I can use terms related to the time period and begin to date events *I can understand more complex terms e.g BCE/AD 	<p>Year 5</p> <ul style="list-style-type: none"> *I can place current studies on a timeline in relation to other studies *I know and sequence key events of time studied I can use relevant terms and periods labels *I can relate current studies to previous studies *I can make comparisons between different times in history <p>Year 6</p> <ul style="list-style-type: none"> I can place a current study on timeline in relation to other studies *I can use relevant dates and terms *I can sequence up to ten events on a time line
Interpretation of History	<ul style="list-style-type: none"> *Look closely at similarities, differences, patterns and change *Develop understanding of growth, decay and changes over time *Question why things happen and give explanations *Recognise and describe special times or events for family or friends 	<p>Year 1</p> <ul style="list-style-type: none"> *I can begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past) <p>Year 2</p> <ul style="list-style-type: none"> *I can compare pictures or photographs of people or events in the past *Children are able to identify different ways to represent the past 	<p>Year 3</p> <ul style="list-style-type: none"> *I can identify and give reasons for different ways in which the past is represented *I can distinguish between different sources and evaluate their usefulness *I can look at representations of the period e.g. museums, cartoons etc <p>Year 4</p> <ul style="list-style-type: none"> *I can look at the evidence available *I can begin to evaluate the usefulness of different sources *I can use text books and my own historical knowledge 	<p>Year 5</p> <ul style="list-style-type: none"> *I can compare accounts from events from different sources *I can offer some reasons for different versions of events <p>Year 6</p> <ul style="list-style-type: none"> *I can link sources and work out how conclusions were arrived at *I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion *I am aware that different evidence will lead to different conclusions *I am confident in the use of books and e-learning for research





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Historical Enquiry	<p>*Be curious about people and show interest in stories</p> <p>*Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>*Explain own knowledge and understanding, and asks appropriate questions.</p> <p>*Know that information can be retrieved from books and computers</p> <p>*Record, using marks they can interpret and explain</p>	<p>Year 1</p> <p>*I can sort artefacts 'then' and 'now'</p> <p>*I can use as wide a range of sources as possible</p> <p>*I can answer questions related to different sources.</p> <p>Year 2</p> <p>*I can use a source –</p> <p>*I can ask why, what, who, how and where questions and find answers to them</p> <p>*I can sequence a collection of artefacts I can use timelines</p> <p>*I can discuss the effectiveness of a source</p>	<p>Year 3</p> <p>*I can use a range of sources to find out about a 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 begin to use the books and e-learning for research</p> <p>*I can ask and answer questions</p> <p>Year 4</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</p> <p>*I can use the books and elearning for research</p>	<p>Year 5</p> <p>*I can begin to identify primary and secondary sources</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 am confident in the use of book and e-learning for research</p> <p>Year 6</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.</p> <p>*Suggest omissions and the means of finding out</p> <p>*I can bring knowledge gathering from several sources together in a fluent account</p>
Organisation and Communication	<p>*To be able to communicate historical understanding in simple ways.</p> <p>*To use simple historical vocabulary eg here, now, old, new, past, present, long ago....</p>	<p>Year 1</p> <p>*I can communicate my understanding through;</p> <ul style="list-style-type: none"> - the use of a time line (3D with objects/sequential pictures) - drawing - drama/role play - writing - ICT <p>Year 2</p> <p>All of year 1 as well as...</p> <ul style="list-style-type: none"> - Class display 	<p>Year 3</p> <p>*I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode</p> <p>Year 4</p> <p>*I can select data and organise it into a data file to answer historical questions</p> <p>*I know the period in which the study is set</p> <p>*I can display findings in a variety of ways</p>	<p>Year 5</p> <p>*I can fit events into a display sorted by time</p> <p>*I can use appropriate terms, matching dates to people and events</p> <p>*I can record and communicate knowledge in different forms</p> <p>*Work independently in group showing initiative</p> <p>Year 6</p> <p>*I can select aspects of a study to make a display</p>





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			*I can work independently and in groups	*I can use a variety of ways to communicate knowledge and understanding including extended writing *I can plan and carry out individual investigations
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