



St Robert Southwell Catholic Primary School

Aiming For Excellence - Being The Best We Can Be

Progression of skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Period of History	Local History (Changes within living memory) Kingsbury's Heroes from History Black British History Tudors Black Musicians Bob Marley Black British Artist Tam Joseph	The Great Fire of London Dinosaurs Mary Anning Black British History Stuarts Black Scientists Black British Artist Lubaina Himid	Britain from the Stone Age to the Iron Age Ancient Egypt Black British History Georgians Black Sport's People Black British Artist Keith Piper	The Roman Empire and Britain Britain's settlement by Anglo-Saxons and Scots Black British History Romans Black Civil Right Activist Black British Artist Sonia Boyce	Ancient Greece The Viking and Anglo-Saxon struggle for England Black British History Black History in the 20 th Century Black Space Scientist Black British Artist Lynette Yiadom-Boakye	Mayan Civilisation c. AD 900 The Blitz The History of Kingsbury Black British History In WWI and WW2 Black War Heroes Black British Artist John Daniels
Chronological understanding Using terminology, ordering and sequencing	Pupils recognise the distinction between present and past in their own and other people's lives They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time	Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past	Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms	Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods	Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They discuss how these events and structures have impacted them and the society they live in.	Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They hypothesise what lessons for the future can be learnt from the past.
Knowledge and understanding of events, people and changes in the past Identifying, describing, explaining, making links & comparisons	They know and recount episodes from stories about the past	They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied They are beginning to recognise that there are reasons why people in the past acted as they did.	They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes.	Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes.	Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes.
Historical interpretations Identifying, interpreting, explaining events		They are beginning to identify some of the different ways in which the past is represented	They identify some of the different ways in which the past is represented	They show some understanding that aspects of the past have been represented and interpreted in different ways	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.	Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes.
Historical Enquiry Enquiry, using sources	They find answers to some simple questions about the past from sources of information	They observe or handle sources of information to answer questions about the past on the basis of simple observations.	They use sources of information in ways that go beyond simple observations to answer questions about the past.	They are beginning to select and combine information from different sources.	Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.	Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
Organisation and Communication Using terminology, selecting, organising, communicating/deploying		They make some use of appropriate dates and historical terms.	They are beginning to produce structured work, making appropriate use of dates and terms.	They are producing structured work, making appropriate use of dates and terms.	They select and organise information to produce structured work, making appropriate use of dates and terms.	They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.