

Key Skills

Understanding of chronology.
British, local and world history.
Subject-specific vocabulary

St Teresa of Lisieux Catholic Primary School

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where possible to ensure real world application.*



History

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events		<p>Put things in order Significant to themselves. Identify similarities/differences between periods</p> <ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all the people/ events studies fit into a chronological framework 	<p>Put things in order within the topic</p> <ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all the people/ events studies fit into a chronological framework 	<p>Order events over a larger timescale</p> <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied <p>Note connections, contrasts and trends over time</p>	<p>Beginning to think about the impact of historical events/people</p> <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied <p>Note connections, contrasts and trends over time</p>	<p>Shows some understanding and talks with some clarity about the impact of historical events</p> <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied <p>Note connections, contrasts and trends over time</p>	<p>Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day</p> <ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
Use of sources		<p>People, photographs personal opinions and facts</p>	<p>Offers opinions and facts with some reasoning about an historical event</p>	<p>Distinguishing between fact and opinions and given reasons</p>	<p>Understanding the difference between primary and secondary sources</p>	<p>Use a variety of reliable sources to gain a deeper understanding of subject</p> <p>Compare historical sources and suggest the validity of these</p>	<p>Understand the methods of historical enquiry, including how it is used to make historical claims</p>

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<p>Historical Enquiry</p>	<ul style="list-style-type: none"> • 	<p>Children begin to ask Who? Where? When? Questions</p> <ul style="list-style-type: none"> • Ask and answer questions • Understand some ways we find out about the past <p>Choose and user parts of stories and other sources to show understanding of concepts (from part 5 below)</p>	<p>Children begin to ask why events happened</p> <ul style="list-style-type: none"> • Ask and answer questions • Understand some ways we find out about the past <p>Choose and user parts of stories and other sources to show understanding of concepts (from part 5 below)</p>	<p>Children pose own questions to gain an understanding of the topic</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions* • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by... <p>Selecting and organising relevant historical information</p>	<p>Generate purposeful questions</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions* • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by... <p>Selecting and organising relevant historical information</p>	<p>Begin to use questions to understand significant events</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions* • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by... <p>Selecting and organising relevant historical information</p>	<p>Identify significant events, make connections, draw contrast and analyse trends</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions* • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by... <p>Selecting and organising relevant historical information</p>
<p>Analyse and evaluate the impact of significant people/events in history</p>		<p>To talk simply about why something happened <i>Changes within living memory (21st century)</i></p>	<p>Explore a particular event and how it affected people at the time <i>Events beyond living memory that are significant nationally or globally (past centuries)</i></p>	<p>Question why something happened and how it impacted on people</p>	<p>Question why something happened and how it impacted people long term</p>	<p>A detailed study of a particular famous person and their historical legacy</p>	<p>A detailed study of a particular famous person and their historical legacy from at least two different points of view</p>
<p>5a. Continuity and change in and between periods</p>		<p>Identify similarities. Differences between ways of life at different times.</p>	<p>Describe/ make links between main event, situations and changes within and across different periods/ societies</p>	<p>Identify and explain change and continuity within and across periods</p>	<p>Identify and explain change and continuity within and across periods</p>	<p>Identify and explain change and continuity within and across periods</p>	<p>Identify and explain change and continuity within and across periods</p>

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5b. Cause and consequence		Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes	Analyse/ explain reasons for, and results of, historical events, situations, changes	Analyse/ explain reasons for, and results of, historical events, situations, changes	Analyse/ explain reasons for, and results of, historical events, situations, changes	Analyse/ explain reasons for, and results of, historical events, situations, changes
5c. Similarity and difference within a period/situation (diversity)		Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain/ analyse diverse experiences and ideas, beliefs and attitudes of men, women, children in past societies.	Understand and explain/ analyse diverse experiences and ideas, beliefs and attitudes of men, women, children in past societies.	Understand and explain/ analyse diverse experiences and ideas, beliefs and attitudes of men, women, children in past societies.	Understand and explain/ analyse diverse experiences and ideas, beliefs and attitudes of men, women, children in past societies.

Blue text signifies statutory requirement.