



Saint Thomas More Catholic Primary School

Progression of History Skills 2022-2023



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can sequence artefacts/events/people from distinctly different periods of time. – CAU1L1 (people); CBU3L4 (events). I can use common words and phrases relating to time, such as: old, new and a long time ago. – CAU2L4. 	<ul style="list-style-type: none"> I can recount changes in my life over time. – CAU3L1; CBU1L1. I can sequence artefacts/events/people that are closer in time on a simple scale. – CAU3L3 (events) CBU1L4 (artefacts). I can use words and phrases relating to time, such as before, after, past, present, then and now. – CBU1L2; CBL2U4. 	<ul style="list-style-type: none"> I can place the time being studied on a timeline using dates. – U1L1. I can sequence events from the time being studied on a timeline. – U2L1. I understand that timelines can be divided into BC and AD. – U1L1; U2L1. I can use words and phrases relating to time, such as: century and decade. – U2L1. 	<ul style="list-style-type: none"> I can sequence, place and date events being studied on a timeline. – U1L1; U3L1. I can use words and phrases relating to time, such as: century decade, AD, BC, after, before and during. – U2L1; U3L1. I can describe the main changes in a period in history. – U2L1; U3L1. 	<ul style="list-style-type: none"> I know and can sequence key events of time studied with a greater historical perspective. – U1L1; U2L2. I can use words and phrases relating to time, such as: century, decade, BC, AD, after, before, during, era and period. – U1L1; U3L6. I can make comparisons between different times in the past. – U2L5; U3L6. 	<ul style="list-style-type: none"> I can sequence historical movements and compare changes within and across different periods. – U1L1; U2L6. I can use relevant historical terms, such as: civilisation, empire, significance, social, religious and cultural. – U1L1. I can identify and compare changes within and across different periods. – U1L2; U1L3.
Range and Depth of Historical Knowledge of Events, People and Changes	<ul style="list-style-type: none"> I can begin to make sense of my own life-story and family's history. 	<ul style="list-style-type: none"> I can understand the difference between things that happened in the past and in the present in 	<ul style="list-style-type: none"> I know and can recount stories from the past about key events, changes or people. – CAU3L4 (events) 	<ul style="list-style-type: none"> I can use evidence to explain how life has changed in a chosen time period. – 	<ul style="list-style-type: none"> I can use evidence to describe what was important to people in the past. – U1L2; 	<ul style="list-style-type: none"> I can examine the causes and results of great events and people, and explain the impact on 	<ul style="list-style-type: none"> I can explain the cause and results of a key event and how it impacted the people at the



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	<ul style="list-style-type: none"> I can talk about the lives of people around me and their roles in society. 	<ul style="list-style-type: none"> mine and others' lives. – CBU3L5. I know and can recount stories from the past about key events, changes or people. – CAU1L4 (people); CBU3L2 (event); CBU3L3 (people). I can explain simple similarities and differences between life at different times of history. – CAU2L5; CBU3L5. 	<ul style="list-style-type: none"> or people); CBU2L1. I understand why people in the past acted as they did using simple evidence. – CBU2L5. I can describe similarities and differences between the past and now. – CAU3L5; CBU1L3; CBU2L3. 	<ul style="list-style-type: none"> U1L5; U2L4; U2L6. I can describe similarities and differences between life in the past and now. – U1L2; U2L7. I can identify reasons for people's choices and actions in the past using simple evidence. – U1L3; U2L5; U2L8. 	<ul style="list-style-type: none"> U1L4; U2L4; U3L5. I can describe similarities and differences between life now and in the past. – U1L5; U2L5. I can simply describe how events/people/changes in the past have affected lives in the past and our lives today. – U1L3 (people); U1L5 (events); U2L3 (people); U3L2 (events). 	<ul style="list-style-type: none"> people at the time. – U1L2; U2L4; U2L5; U3L1; U3L2. I can explain how historical events/ people/changes have influenced our lives today. – U2L5; U3L1. I can make links throughout areas of history, e.g. religion, houses, society and technology. – U1L5. 	<ul style="list-style-type: none"> time. – U1L5&6; U2L3. I can compare beliefs and behaviours of different time periods, recognising that not everyone shared the same view or opinion. – U2L5. I can explain how life has changed throughout history, and give evidence to support my argument. – U2L6.
Interpretations of History	<ul style="list-style-type: none"> I can comment on images of familiar situations in the past. I can compare and contrast 	<ul style="list-style-type: none"> I can learn about details from the past using different sources. – CAU1L5; CAU2L2; CAU2L3; CBU3L2. 	<ul style="list-style-type: none"> I can find out information using different sources. – CAU3L2; CBU2L2. I can use multiple sources to learn about the past. 	<ul style="list-style-type: none"> I can explore the idea that there are different accounts of history. – U1L4; U2L3. I can compare different sources of the 	<ul style="list-style-type: none"> I can identify similarities and differences between different versions of history. – U1L2; U2L2. I can give reasons for why 	<ul style="list-style-type: none"> I understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations 	<ul style="list-style-type: none"> I can evaluate evidence to choose the most reliable and accurate forms and explain why. – U1L5&6; U2L4. I understand how conclusions



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	<p>characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> I can distinguish between fact and fiction when listening to stories. – CBU3L1. I can talk in simple ways about how the past is represented, e.g. paintings, photos or artefacts. – U1L3. 	<ul style="list-style-type: none"> I can compare 2 versions of a past event and describe similarities and differences. – CBU2L4. 	<p>past and describe similarities and differences. – U2L2.</p> <ul style="list-style-type: none"> I can identify and give simple reasons for the different ways the past is represented. – U1L4; U2L3. 	<p>there may be different accounts of history. – U1L2; U2L3; U2L4.</p> <ul style="list-style-type: none"> I can simply evaluate the usefulness of different versions of history. – U1L2; U2L4. 	<p>of history. – U1L3; U2L3; U3L5.</p> <ul style="list-style-type: none"> I can give reasons for why there are different accounts of history. – U1L3. I can evaluate evidence and choose the most reliable. – U1L4; U2L1; U3L4. 	<p>have been made from evidence, and how these can differ and may not always be accurate. – U1L4.</p> <ul style="list-style-type: none"> I can consider ways of checking the accuracy of interpretations. – U1L5&6.
Historical Enquiry	<ul style="list-style-type: none"> I can understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> I can ask questions through exploring objects and pictures. – CAU1L2; CAU2L1. I can find answers to simple questions from sources of 	<ul style="list-style-type: none"> I can ask questions through exploring objects and pictures. – CBU1L5. I can use a source or my previous learning to answer questions. – CAU3L6; 	<ul style="list-style-type: none"> I can ask questions about a historical period. – U1L1. I can research information with support, and select relevant 	<ul style="list-style-type: none"> I can ask questions about a historical period. – U1L1. I can research information, such as through texts or the Internet. – U1L5; U2L2; U3L3. 	<ul style="list-style-type: none"> I can investigate a topic by posing questions to answer. – U3L3. I can research information with increasing confidence. – U1L4; U2L1; U3L3; U3L4. 	<ul style="list-style-type: none"> I can investigate a topic by posing questions to answer. – U1L1 I can research information using primary and secondary sources. – U1L5&6; U2L1; U2L2.



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		information (e.g. artefacts, images or videos) and my previous learning. – CAU1L6; CAU2L6; CBU3L6.	CBU1L6; CBU2L6.	information. – U1L5. • I can use my previous learning and research to form an answer to a question. – U1L6; U2L9.	• I can use my research to form an answer to a question. – U1L6; U2L6; U3L6.	• I can choose reliable sources to answer questions. – U1L6; U2L6; U3L6.	• I can select the most reliable and accurate sources to support answers. – U1L5&6.
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Covered in history units.

Covered in optional history lesson so may not be covered.