



St. Luke's Catholic Primary School Progression of Skills in History





Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> ▪ Memory Box - Autumn 1 Cycle B ▪ School Days - Spring 2 Cycle A ▪ Moving on - Summer 2 Cycle B ▪ Dangerous Dinosaurs - Autumn 2 Cycle B 	<ul style="list-style-type: none"> • Sequence events or objects in chronological order • Childhood - Autumn 1 Cycle A • Memory Box - Autumn 1 Cycle B • School Days - Spring 2 Cycle A • Moving on - Summer 2 Cycle B • Dangerous Dinosaurs - Autumn 2 Cycle B 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time. • Sequence events. • Sequence photos etc from different periods of their life. • Describe memories of key events in lives • Childhood - Autumn 1 Cycle A • Towers, Tunnels and Turrets - Spring 2 Cycle A • Movers and Shakers - Spring 2 Cycle B • • 	<ul style="list-style-type: none"> ▪ Place the time studied on a time line. ▪ Sequence events or artefacts ▪ Use dates related to the passing of time <p>Covered in all KS2 History Topics</p>	<ul style="list-style-type: none"> ▪ Place events from period studied on a time line. ▪ Use terms related to the period and begin to date events. ▪ Understand more complex terms e.g. BC/AD <p>Covered in all KS2 History Topics</p>	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Know and sequence key events of time studied. • Use relevant terms and periods. • Labels relate current studies to previous studies. • Make comparisons between different times in history • Covered in all KS2 History Topics 	<ul style="list-style-type: none"> ▪ Place current study on a time line in relation to other studies. ▪ Use relevant dates and terms. ▪ Sequence up to ten events on a time line. <p>Covered in all KS2 History Topics</p>
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> ▪ Talk about the lives of people around them and their roles in society. ▪ Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> ▪ Begin to describe similarities and differences in artefacts. ▪ Begin to understand why people did things in the past. ▪ Use a range of sources to find out characteristic features of the past ▪ Childhood - Autumn 1 Cycle A ▪ Magnificent Monarchs - 	<ul style="list-style-type: none"> • Find out about people and events in other times. • Confidently describe similarities and differences in artefacts. • Develop empathy and understanding (drama: hot seating, sp. and listening) • Childhood - Autumn 1 Cycle A • Magnificent Monarchs - Summer 2 Cycle B • Towers, Tunnels and Turrets - Spring 2 Cycle A • 	<ul style="list-style-type: none"> ▪ Find out about everyday lives of people in time studied. ▪ Compare with our life today. ▪ Identify reasons for and results of people's actions. ▪ Understand why people may have had to do something ▪ Study change through the lives of significant individuals. • Gods and Mortals - Summer 2 Cycle B 	<ul style="list-style-type: none"> • Study different aspects of life of different people – differences between men and women • Use evidence to reconstruct life in time studied • Identify key features and events • Look for links and effects in time studied • Offer a reasonable explanation for some events • Develop a broad understanding of historical civilisations 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people. • Compare life in early and late times studied • Compare an aspect of life with the same aspect in another period • Study an ancient civilization in detail. • 1066 - Spring 2 Cycle A • Road Trip USA! Spring 2 Cycle B • Traders and Raiders - Summer 1 Cycle B • Dynamic Dynasties - Summer 2 Cycle A 	<ul style="list-style-type: none"> ▪ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings ▪ Compare beliefs and behaviour with another period studied ▪ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

	<ul style="list-style-type: none"> ▪ School Days - Spring 2 Cycle A ▪ Long Ago - Summer 1 - Cycle B 	<ul style="list-style-type: none"> • Summer 2 Cycle B ▪ School Days - Spring 2 Cycle A ▪ Long Ago - Summer 1 - Cycle B 	<ul style="list-style-type: none"> • Movers and Shakers - Spring 2 Cycle B 	<ul style="list-style-type: none"> • Scrumdiddlyumptious - Autumn 2 Cycle B • Tribal Tales - Spring 1 Cycle A • Ancient Civilizations - Summer 1 Cycle B • Blue Abyss - Autumn 1 Cycle A • I am Warrior - Summer 2 Cycle A • Potions - Autumn 2 Cycle A 	<ul style="list-style-type: none"> • Gods and Mortals - Summer 2 Cycle B • Scrumdiddlyumptious - Autumn 2 Cycle B • Tribal Tales - Spring 1 Cycle A • Ancient Civilizations - Summer 1 Cycle B • Blue Abyss - Autumn 1 Cycle A • I am Warrior - Summer 2 Cycle A • Potions - Autumn 2 Cycle A • 1066 - Spring 2 Cycle A • Road Trip USA! Spring 2 Cycle B • Traders and Raiders - Summer 1 Cycle B • Dynamic Dynasties - Summer 2 Cycle A • Groundbreaking Greeks - Autumn 1 Cycle B • Peasants, Princes and Pestilence - Autumn 2 Cycle B • Pharaohs - Spring 1 Cycle A 	<ul style="list-style-type: none"> • Groundbreaking Greeks - Autumn 1 Cycle B • Peasants, Princes and Pestilence - Autumn 2 Cycle B • Pharaohs - Spring 1 Cycle A • Firedamp and Davy Lamps - Summer 2 Cycle A • A Child's War - Summer 2 Cycle B 	<ul style="list-style-type: none"> ▪ Know key dates, characters and events of time studied ▪ Compare and contrast civilisations • Firedamp and Davy Lamps - Summer 2 Cycle A • A Child's War - Summer 2 Cycle B • Frozen Kingdom - Autumn 2 Cycle B
Interpretation of History	<ul style="list-style-type: none"> ▪ Talk about the lives of people around them and their roles in society. ▪ Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). • Long Ago - Summer 1 - Cycle B • Memory Box - Autumn 1 Cycle B • On the Beach - Summer 2 Cycle A 	<ul style="list-style-type: none"> ▪ Compare pictures or photographs of people or events in the past. ▪ Identify different ways to represent the past. • Childhood - Autumn 1 Cycle A • Towers, Tunnels and Turrets - Spring 2 Cycle A • Movers and Shakers - Spring 2 Cycle B • Movers and Shakers - Spring 2 Cycle B 	<ul style="list-style-type: none"> ▪ Identify and give reasons for different ways in which the past is represented. ▪ Distinguish between different sources and evaluate their usefulness ▪ Look at representations of the period - museum, cartoons etc. • Ancient Civilizations - Summer 1 Cycle B 	<ul style="list-style-type: none"> ▪ Look at the evidence available ▪ Begin to evaluate the usefulness of different sources ▪ Use of text books and historical knowledge • 1066 - Spring 2 Cycle A • Dynamic Dynasties - Summer 2 Cycle A • Groundbreaking Greeks - Autumn 1 Cycle B • Peasants, Princes and Pestilence - Autumn 2 Cycle B • Pharaohs - Spring 1 Cycle A • Ancient Civilizations - Summer 1 Cycle B 	<ul style="list-style-type: none"> • Compare accounts of events from different sources. Fact or fiction • Offer some reasons for different versions of events • 1066 - Spring 2 Cycle A • Dynamic Dynasties - Summer 2 Cycle A • Groundbreaking Greeks - Autumn 1 Cycle B • Peasants, Princes and Pestilence - Autumn 2 Cycle B • Pharaohs - Spring 1 Cycle A • Off With her Head - Autumn 1 Cycle A 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations - fact or fiction and opinion • Be aware that different evidence will lead to different conclusions. • Confidently use the library/ technology etc. for research. • Off With her Head - Autumn 1 Cycle A

	<ul style="list-style-type: none"> • Long Ago – Summer 1 – Cycle B • Memory Box – Autumn 1 Cycle B • On the Beach – Summer 2 Cycle A 				•	<ul style="list-style-type: none"> • A Child's War – Summer 2 Cycle B • Frozen Kingdom – Autumn 2 Cycle B 	<ul style="list-style-type: none"> • A Child's War – Summer 2 Cycle B • Frozen Kingdom – Autumn 2 Cycle B
Historical Enquiry	<ul style="list-style-type: none"> ▪ Talk about the lives of people around them and their roles in society. ▪ Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. <ul style="list-style-type: none"> ▪ School Days – Spring 2 Cycle A ▪ Superheroes – Spring 2 Cycle B 	<ul style="list-style-type: none"> • Sort artefacts "then" and "now". • Use as wide a range of sources as possible. • Speaking and listening (links to literacy) • To ask and answer questions related to different sources and objects. <ul style="list-style-type: none"> • Childhood – Autumn 1 Cycle A • Land Ahoy! Spring 1 Cycle A • Magnificent Monarchs – Summer 2 Cycle B • Towers, Tunnels and Turrets – Spring 2 Cycle A • School Days – Spring 2 Cycle A • Superheroes – Spring 2 Cycle B 	<ul style="list-style-type: none"> • Use a source – why, what, who, how, where to ask questions and find answers. • Sequence a collection of artefacts. • Use of time lines • Discuss the effectiveness of sources <ul style="list-style-type: none"> • Childhood – Autumn 1 Cycle A • Land Ahoy! Spring 1 Cycle A • Magnificent Monarchs – Summer 2 Cycle B • Towers, Tunnels and Turrets – Spring 2 Cycle A 	<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures • Select and record information relevant to the study. • Begin to use the library, e-learning for research • Ask and answer questions. <ul style="list-style-type: none"> • Tremors – Spring 1 Cycle B • Ancient Civilizations – Summer 1 Cycle B • I am Warrior – Summer 2 Cycle A 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Use the library, e-learning for research. <ul style="list-style-type: none"> • Tremors – Spring 1 Cycle B • Ancient Civilizations – Summer 1 Cycle B • I am Warrior – Summer 2 Cycle A • 1066 – Spring 2 Cycle A • Road Trip USA! Spring 2 Cycle B • Traders and Raiders – Summer 1 Cycle B • Dynamic Dynasties – Summer 2 Cycle A • Groundbreaking Greeks – Autumn 1 Cycle B • Pharaohs – Spring 1 Cycle A • Frozen Kingdom – Autumn 2 Cycle B 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of life in time studied. • Select relevant sections of information. • Confidently use library books, e-learning, research. <ul style="list-style-type: none"> • 1066 – Spring 2 Cycle A • Road Trip USA! Spring 2 Cycle B • Traders and Raiders – Summer 1 Cycle B • Dynamic Dynasties – Summer 2 Cycle A • Groundbreaking Greeks – Autumn 1 Cycle B • Pharaohs – Spring 1 Cycle A • Frozen Kingdom – Autumn 2 Cycle B 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathering from several sources together in a fluent account. <ul style="list-style-type: none"> • Frozen Kingdom – Autumn 2 Cycle B

Organisation and Communication	<ul style="list-style-type: none"> ▪ Timelines ▪ Before/Now/Next ▪ Past/Present/Future <p>Ongoing in addition to:</p> <ul style="list-style-type: none"> • Memory Box - Autumn 1 Cycle B 	<ul style="list-style-type: none"> • Time lines (3D with objects/ sequential pictures) • Drawing • Drama/role play • Writing (reports, labelling, simple recount) • ICT <p>Ongoing in addition to:</p> <ul style="list-style-type: none"> • Memory Box - Autumn 1 Cycle B 	<ul style="list-style-type: none"> ▪ Class display/ museum ▪ Annotated photographs ▪ ICT <ul style="list-style-type: none"> • Childhood - Autumn 1 Cycle A • Towers, Tunnels and Turrets - Spring 2 Cycle A 	<ul style="list-style-type: none"> ▪ Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, etc. <ul style="list-style-type: none"> • Ancient Civilizations - Summer 1 Cycle B • I am Warrior - Summer 2 Cycle A 	<ul style="list-style-type: none"> ▪ Select data and organise it into a data file to answer historical questions. ▪ Know the period in which the study is set. ▪ Display findings in a variety of ways. ▪ work independently and in groups. <ul style="list-style-type: none"> • Dynamic Dynasties - Summer 2 Cycle A • Groundbreaking Greeks - Autumn 1 Cycle B • 1066 - Spring 2 Cycle A • Ancient Civilizations - Summer 1 Cycle B • I am Warrior - Summer 2 Cycle A 	<ul style="list-style-type: none"> • Fit events into a display sorted by theme/time. • Use appropriate terms, matching dates to people and events. • Record and communicate knowledge in different forms • Work independently and in groups showing initiative <ul style="list-style-type: none"> • Dynamic Dynasties - Summer 2 Cycle A • Groundbreaking Greeks - Autumn 1 Cycle B • 1066 - Spring 2 Cycle A • Off With her Head - Autumn 1 Cycle A • Sow. Grow and Farm - Summer 1 Cycle A 	<ul style="list-style-type: none"> • Select an aspect of study to make a display. • Use a variety of ways to communicate knowledge and understanding including extended writing. • Plan and carry out individual investigations <ul style="list-style-type: none"> • Off With her Head - Autumn 1 Cycle A • Sow. Grow and Farm - Summer 1 Cycle A
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Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<ul style="list-style-type: none"> • Childhood - Autumn 1 Cycle A • Magnificent Monarchs - Summer 2 Cycle B • Movers and Shakers - Spring 2 Cycle B • Street Detectives - Summer 1 Cycle • Memory Box - Autumn 1 Cycle B • School Days - Spring 2 Cycle A 	<ul style="list-style-type: none"> • Childhood - Autumn 1 Cycle A • Magnificent Monarchs - Summer 2 Cycle B • Movers and Shakers - Spring 2 Cycle B • Street Detectives - Summer 1 Cycle A 	
<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<ul style="list-style-type: none"> • Dinosaur Planet - Autumn 2 Cycle B • School Days - Spring 2 Cycle A • Bright Lights, Big City - Autumn 2 Cycle A • Childhood - Autumn 1 Cycle A • Coastline - Summer 2 Cycle A • Land Ahoy! Spring 1 Cycle A • Magnificent Monarchs - Summer 2 Cycle B • Movers and Shakers - Spring 2 Cycle B • Towers, Tunnels and Turrets - Spring 2 Cycle A 	<ul style="list-style-type: none"> • Bright Lights, Big City - Autumn 2 Cycle A • Childhood - Autumn 1 Cycle A • Coastline - Summer 2 Cycle A • Land Ahoy! Spring 1 Cycle A • Magnificent Monarchs - Summer 2 Cycle B • Movers and Shakers - Spring 2 Cycle B • Towers, Tunnels and Turrets - Spring 2 Cycle A 	
<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the</p>	<ul style="list-style-type: none"> • Dinosaur Planet - Autumn 2 Cycle B • School Days - Spring 2 Cycle A • Superheroes - Spring 2 Cycle B • Splendid Skies - Autumn 2 Cycle B • Coastline - Summer 2 Cycle A • Land Ahoy! Spring 1 Cycle A • Magnificent Monarchs - Summer 2 Cycle B 	<ul style="list-style-type: none"> • Splendid Skies - Autumn 2 Cycle B • Coastline - Summer 2 Cycle A • Land Ahoy! Spring 1 Cycle A • Magnificent Monarchs - Summer 2 Cycle B • Movers and Shakers - Spring 2 Cycle B 	

<p>Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<ul style="list-style-type: none"> Movers and Shakers - Spring 2 Cycle B 					
<p>Significant historical events, people and places in their own locality (KS1)</p>	<ul style="list-style-type: none"> Childhood - Autumn 1 Cycle A Movers and Shakers - Spring 2 Cycle B Street Detectives - Summer 1 Cycle A School Days - Spring 2 Cycle A 	<ul style="list-style-type: none"> Childhood - Autumn 1 Cycle A Movers and Shakers - Spring 2 Cycle B Street Detectives - Summer 1 Cycle A 				
<p>Changes in Britain from the Stone Age to the Iron Age</p>			<ul style="list-style-type: none"> Flow - Spring 2 Cycle A Tribal Tales - Spring 1 Cycle A 	<ul style="list-style-type: none"> Flow - Spring 2 Cycle A Tribal Tales - Spring 1 Cycle A 		
<p>The Roman Empire and its impact on Britain</p>			<ul style="list-style-type: none"> Tremors - Spring 1 Cycle B I am Warrior - Summer 2 Cycle A 	<ul style="list-style-type: none"> Tremors - Spring 1 Cycle B I am Warrior - Summer 2 Cycle A 		
<p>Britain's settlement by Anglo-Saxons and Scots</p>				<ul style="list-style-type: none"> Traders and Raiders - Summer 1 Cycle B 		

<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>			<ul style="list-style-type: none"> Traders and Raiders - Summer 1 Cycle B 1066 - Spring 2 Cycle A 	<ul style="list-style-type: none"> Traders and Raiders - Summer 1 Cycle B 1066 - Spring 2 Cycle A 	
<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>			<ul style="list-style-type: none"> 1066 - Spring 2 Cycle A Peasants, Princes and Pestilence - Autumn 2 Cycle B Time Traveller - Summer 2 Cycle B 	<ul style="list-style-type: none"> 1066 - Spring 2 Cycle A Peasants, Princes and Pestilence - Autumn 2 Cycle B Time Traveller - Summer 2 Cycle B Firedamp and Davy Lamps - Summer 2 Cycle A Off With her Head - Autumn 1 Cycle A 	<ul style="list-style-type: none"> Firedamp and Davy Lamps - Summer 2 Cycle A Off With her Head - Autumn 1 Cycle A A Child's War - Summer 2 Cycle B Darwin's Delight - Summer 1 Cycle B
<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		<ul style="list-style-type: none"> Ancient Civilizations - Summer 1 Cycle B 	<ul style="list-style-type: none"> Ancient Civilizations - Summer 1 Cycle B Dynamic Dynasties - Summer 2 Cycle A Groundbreaking Greeks - Autumn 1 Cycle B Pharaohs - Spring 1 Cycle A 	<ul style="list-style-type: none"> A Child's War - Summer 2 Cycle B Darwin's Delight - Summer 1 Cycle B Dynamic Dynasties - Summer 2 Cycle A Groundbreaking Greeks - Autumn 1 Cycle B Pharaohs - Spring 1 Cycle A 	

<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>		<ul style="list-style-type: none"> • Gods and Mortals - Summer 2 Cycle B 	<ul style="list-style-type: none"> • Gods and Mortals - Summer 2 Cycle B • Groundbreaking Greeks - Autumn 1 Cycle B 	<ul style="list-style-type: none"> • Groundbreaking Greeks - Autumn 1 Cycle B 	
<p>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>			<ul style="list-style-type: none"> • Road Trip USA! Spring 2 Cycle B 	<ul style="list-style-type: none"> • Road Trip USA! Spring 2 Cycle B • Hola Mexico - Spring 1 Cycle B 	<ul style="list-style-type: none"> • Hola Mexico - Spring 1 Cycle B
<p>A local History Study</p>		<ul style="list-style-type: none"> • Urban Pioneers - Summer 1 Cycle A 	<ul style="list-style-type: none"> • Urban Pioneers - Summer 1 Cycle A • Groundbreaking Greeks - Autumn 1 Cycle B 	<ul style="list-style-type: none"> • Groundbreaking Greeks - Autumn 1 Cycle B 	

Mixed-age classes mean that there is a 2 year cycle. Not all children will cover the same topics. Therefore, it is imperative that the objectives are covered in detail for the older year group of the class.

