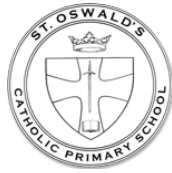


# St Oswald's Catholic Primary School – Progression of skills assessment criteria 23/24

## History

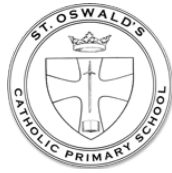
	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
Nursery	<ul style="list-style-type: none"> <li>Retell a simple past event in correct order (e.g. went downslide, hurt finger)</li> <li>To begin to understand one-part instructions.</li> <li>To respond to simple instructions.</li> <li>To begin to retell a familiar story verbally.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>To begin to understand the daily routine using now and next and visual timetables.</li> <li>To begin to learn the days of the week.</li> <li>To develop vocabulary related to time such as; morning, afternoon, evening, today, yesterday and tomorrow.</li> <li>Recite the days of the week in order.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>To begin to talk about significant events in their life.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time</li> <li>To begin to understand who, where and when questions.</li> <li>To begin to understand 'why' questions.</li> <li>To use a wider range of vocabulary that they have learnt throughout the year.</li> <li>To be aware of some similarities and differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world</li> <li>To look at picture books.</li> <li>To become familiar with some traditional stories.</li> <li>To begin to answer "I wonder" prompts during discussions, knowing that their ideas may differ from what others say.</li> <li>To explore printed instructions and information.</li> <li>To bring in artefacts linked to significant events in their life and talk about what happened. E.g. Birthdays and Baptism.</li> <li>Talk about what they see, hear and feel using a growing vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about events in order,</li> <li>Order stories</li> <li>To be able to talk about some characters and plots.</li> <li>Understand a question or instruction that has two parts.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>To play in a small group of children sharing their own ideas.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>To continue to share news from home and recall things that have happened in the not too distant past.</li> <li>To use photographs of key events and special occasions to talk about their time in nursery.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>To use photographs of key events, people, and learning throughout the year as prompts to talk about things they know about people, cultures and communities.</li> <li>Begin to explore role play opportunities available to them.</li> <li>Respond to what they have heard, expressing their thoughts and feelings</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Talk about past and present events in my own life and in the lives of family members.</li> <li>To retell a story using their own words.</li> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>To follow instructions of three steps or more.</li> <li>To use pictures to tell stories.</li> <li>To sequence familiar stories.</li> <li>To recite numbers in order up to 30 and beyond.</li> <li>To talk about experiences from Nursery, using vocabulary before, then, now.</li> <li>To recognise the order of events in the school day when using the visual timetable.</li> <li>To begin to make a timeline to plot the events during their time in Reception.</li> </ul>	<ul style="list-style-type: none"> <li>Make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>To understand who, where and when questions.</li> <li>To learn new vocabulary and use picture cue cards to talk about an object</li> <li>To begin to predict what may happen in the story.</li> <li>To know about the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>To use different construction materials</li> </ul>	<ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change.</li> <li>Make observations of animals and plants and explain why some things occur, and talk about changes.</li> <li>To ask a variety of questions to find things out and clarify understanding.</li> <li>To use new vocabulary in different contexts.</li> <li>To engage in non-fiction books.</li> <li>To share resources with their peers.</li> <li>To know that information can be retrieved from books.</li> <li>To identify similarities and differences between firefighters and nurses today and in the past when exploring photos.</li> <li>To talk about changes made by different</li> </ul>	<ul style="list-style-type: none"> <li>Talk about events in chronological order.</li> <li>Retell events.</li> <li>Order stories and pictures through role play and drawing pictures</li> <li>To answer 'why' questions linked to stories, non-fiction text and other areas of learning.</li> <li>To work collaboratively as a group, responding to each other's ideas.</li> <li>To act out stories.</li> <li>To talk about how they have changed over time. Pupils will talk about how they have changed since they were a baby. Adults in the setting will bring in photos from when they were young, the pupils will guess who is who and discuss how they have changed.</li> <li>To use the photographs of key events and</li> </ul>



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## History

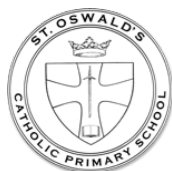
	<ul style="list-style-type: none"> <li>To talk about toys they received for Christmas and compare with toys that adults used to play with.</li> <li>To continue to add photographs of key events and special occasions to build on the class timeline.</li> <li>To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline.</li> <li>To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline.</li> </ul>		<p>people from the past. (Little People Big Dreams series Rosa Parks.)</p> <ul style="list-style-type: none"> <li>To know about figures from the past linked to Bonfire Night (Guy Fawkes and King James).</li> <li>To know some similarities and differences between things in the past and now, linked to Christmas.</li> <li>To know about figures from the past (Neil Armstrong and Tim Peake)</li> <li>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</li> <li>(Space and travel)</li> </ul>	<p>special occasions to talk about their time in Reception.</p> <ul style="list-style-type: none"> <li></li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Sequence events or objects in chronological order.</li> <li>Begin to use appropriately terminology such as past, then and now.</li> <li>Tell others about things that happened when they were little.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe similarities and differences in artefacts.</li> <li>Use drama to explore why people did things in the past.</li> <li>Use a range of sources to find out characteristic features of the past.</li> <li>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</li> </ul>	<ul style="list-style-type: none"> <li>Sort artefacts into “then” and “now.”</li> <li>Use a range of sources as possible speaking and listening (links to literacy)</li> <li>Ask and answer questions related to different sources and objects</li> </ul>	<ul style="list-style-type: none"> <li>Sequence Time lines (3D with objects/ sequential pictures)</li> <li>Drawing</li> <li>Drama/role play</li> <li>Writing (reports, labelling, simple recount) ICT</li> </ul>
Key Questions	<p>What are local heroes and what impact have they had?</p> <p>How has childhood changed in the last hundred years?</p>			
Year 2	<ul style="list-style-type: none"> <li>Describe similarities and difference between ways of life in different periods.</li> <li>Sequence artefacts closer together in time.</li> <li>Sequence events.</li> </ul>	<ul style="list-style-type: none"> <li>Give more than one effect of an event and give simple explanations.</li> <li>Find out about people and events in other times</li> <li>Describe similarities and differences of a collection of artefacts Use drama – develop empathy and understanding (hot seating, sp. and listening</li> <li>Compare pictures or photographs of people or events in the past</li> </ul>	<ul style="list-style-type: none"> <li>use a source – why, what, who, how, where</li> <li>ask questions and find answers</li> <li>sequence a collection of artefacts</li> <li>Use timelines to discuss the effectiveness of sources</li> </ul>	<ul style="list-style-type: none"> <li>Describe an event using temporal language;</li> <li>Class display/ museum</li> <li>Annotated photographs</li> <li>ICT</li> </ul>



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## History

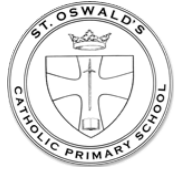
		<ul style="list-style-type: none"> <li>Identify different ways to represent the past</li> </ul>		
<b>Key Questions</b>	<p>Explain what you understand about the Great Fire of London.</p> <p>How did these famous explorers impact life today?</p>			
<b>Year 3 Opening Worlds</b>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Sequence events or artefacts</li> <li>Use dates related to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Give a few reasons for and results of the main events and changes;</li> <li>find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have had to do something</li> <li>Study change through the lives of significant individuals</li> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources and evaluate their usefulness</li> <li>Look at representations of the period – museum</li> </ul>	<ul style="list-style-type: none"> <li>use a range of sources to find out about a period</li> <li>observe small details – artefacts, pictures select and record information relevant to the study</li> <li>begin to use a library, e-learning for research ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</li> </ul>
<b>Key Questions</b>	<p>How much did Ancient Egypt change over time? <b>(Autumn 1)</b></p> <p>How similar and how different were Ancient Egypt and Ancient Sumer? <b>(Autumn 2)</b></p> <p>How do we know about the Indus Valley civilisation? <b>(Spring 1)</b></p> <p>What did Greek city-states have in common? <b>(Spring 2)</b></p> <p>What can sources from Ancient Greece tell us? <b>(Summer 1)</b></p> <p>How did Alexander the Great conquer so much? <b>(Summer 2)</b></p>			



# St Oswald's Catholic Primary School – Progression of skills assessment criteria 23/24

## History

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4 Opening Worlds</p>	<ul style="list-style-type: none"> <li>Place events from period studied on a time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BCE/AD.</li> </ul>	<ul style="list-style-type: none"> <li>use evidence to reconstruct life in time studied</li> <li>Identify key features and events</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Develop a broad understanding of ancient civilisations</li> <li>Examine the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use a library, e-learning for research</li> </ul>	<ul style="list-style-type: none"> <li>Display findings in a variety of ways.</li> <li>select data and organise it into a data file to answer historical questions</li> <li>know the period in which the study is set display findings in a variety of ways work independently and in groups</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Questions</p>	<p>How did Rome become so powerful? <b>(Autumn 1)</b></p> <p>What can sources reveal about Roman ways of life? <b>(Autumn 2)</b></p> <p>What changed in Roman Britain? <b>(Spring 1)</b></p> <p>How did rulers change Christianity? <b>(Spring 2)</b></p> <p>Why did Islam spread so far and so fast? <b>(Summer 1)</b></p> <p>How did worlds come together in Cordoba? <b>(Summer 2)</b></p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5 Opening Worlds</p>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies.</li> <li>Know and sequence key events of time studied.</li> <li>Use relevant terms and periods labels.</li> <li>Relate current studies to previous studies.</li> <li>Make comparisons between different times in history</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of life of different people – e.g. differences between men and women</li> <li>Examine causes and effects of events and the impact on people</li> <li>Compare life in early and late times studied</li> <li>Compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</li> <li>Compare accounts of events from different sources.</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of life in time studied</li> <li>Select relevant sections of information confident use of library, e-learning, research</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>



# St Oswald's Catholic Primary School – Progression of skills assessment criteria 23/24

## History

<b>Key Questions</b>	<p>Why were there so many restless minds in Cordoba and in Baghdad? <b>(Autumn 1)</b></p> <p>How have historians learned about Anglo-Saxon Britain? <b>(Autumn 2)</b></p> <p>How did the Vikings change England? <b>(Spring 1)</b></p> <p>What connections* and similarities did the Norse peoples have with other peoples? <b>(Spring 2)</b></p> <p>How did Anglo Saxons and Vikings shape England and Scotland? <b>(Summer 1)</b></p> <p>Enquiry question developed by school to suit school-planned local study <b>(Summer 2)</b></p>			
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world.</li> <li>Place current study on time line in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to ten events on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another period studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied Compare and contrast ancient civilisations</li> <li>Link sources</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confident use of the library etc. for research</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathering from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of ways to communicate knowledge and understanding including extended writing.</li> <li>select 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</li> </ul>
<b>Key Questions</b>	<p>What impact did World War 2 have on Liverpool?</p> <p>What impact have the Vikings had on past and present Britain?</p> <p>How has crime and punishment changed since Roman times?</p>			