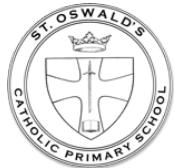


# St Oswald's Catholic Primary School – Progression of skills assessment criteria 25/26

## History

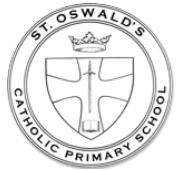
	<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>	<b>Organise, Evaluate and Communicate Information</b>
Nursery	<ul style="list-style-type: none"><li>Retell a simple past event in correct order (e.g. went downslide, hurt finger)</li><li>To begin to understand 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></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</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</li></ul>



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	<ul style="list-style-type: none"><li>To begin to make a timeline to plot the events during their time in Reception.</li><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>		<ul style="list-style-type: none"><li>between firefighters and nurses today and in the past when exploring photos.</li><li>To talk about changes made by different people from the past. (Little People Big Dreams series Rosa Parks.)</li><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>	<ul style="list-style-type: none"><li>is who and discuss how they have changed.</li><li>To use the photographs of key events and special occasions to talk about their time in Reception.</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>How have toys changed in the last 100 years? <b>(Autumn)</b></p> <p>Who were the Beatles and what was their impact on Liverpool? <b>(Spring)</b></p> <p>Who were Florence Nightingale and Mary Seacole? <b>(Summer)</b></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</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

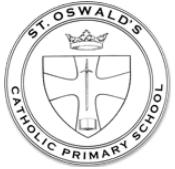
		<p>empathy and understanding (hot seating, sp. and listening)</p> <ul style="list-style-type: none"><li>• Compare pictures or photographs of people or events in the past</li><li>• Identify different ways to represent the past</li></ul>		
<b>Key Questions</b>		<p>Explain what you understand about the Great Fire of London. (<b>Autumn</b>)</p> <p>Who was Kitty Wilkinson and what impact did she have on Liverpool? (<b>Spring</b>)</p> <p>How society evolved during the Stone Age? (<b>Summer – Opening Worlds Unit</b>)</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 25/26

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Year 4 Opening Worlds	<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>
Key Questions	<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>			
Year 5 Opening Worlds	<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>



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<b>Key Questions</b>	<p>Why were there so many restless minds in Cordoba and in Baghdad? (<b>Autumn 1</b>) How have historians learned about Anglo-Saxon Britain? (<b>Autumn 2</b>) How did the Vikings change England? (<b>Spring 1</b>) What connections* and similarities did the Norse peoples have with other peoples? (<b>Spring 2</b>) How did Anglo Saxons and Vikings shape England and Scotland? (<b>Summer 1</b>) 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>How do historians know about the Maya? (<b>Autumn 1</b>) How similar and different were medieval Ethiopia and Benin? (<b>Autumn 2</b>) Why did Manchester change so rapidly in the 19th century? (<b>Spring 1</b>) How typical of urban history is the history of my city / the city of xxx? (<b>Spring 2</b>) Britain in the era of the Second World War (<b>Summer 1</b>) Enquiry question developed by school to suit school-planned local study (<b>Summer 2</b>)</p>		