



St Oswald's Catholic Primary School – Progression of skills assessment criteria

History

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
Nursery	- Retell a simple past event in correct order (e.g. went downslide, hurt finger) - To begin to understand one-part instructions. - To respond to simple instructions. - To begin to retell a familiar story verbally. - Say one number for each item in order: 1,2,3,4,5. - Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - To begin to understand the daily routine using now and next and visual timetables. - To begin to learn the days of the week. - To develop vocabulary related to time such as; morning, afternoon, evening, today, yesterday and tomorrow. - Recite the days of the week in order. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - To begin to talk about significant events in their life.	- Develop an understanding of growth, decay and changes over time - To begin to understand who, where and when questions. - To begin to understand 'why' questions. - To use a wider range of vocabulary that they have learnt throughout the year. - To be aware of some similarities and differences between people.	- Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world - To look at picture books. - To become familiar with some traditional stories. - To begin to answer "I wonder" prompts during discussions, knowing that their ideas may differ from what others say. - To explore printed instructions and information. - To bring in artefacts linked to significant events in their life and talk about what happened. E.g. Birthdays and Baptism. - Talk about what they see, hear and feel using a growing vocabulary.	- Talk about events in order, - Order stories - To be able to talk about some characters and plots. - Understand a question or instruction that has two parts. - Start a conversation with an adult or a friend and continue it for many turns. - To play in a small group of children sharing their own ideas. - Engage in extended conversations about stories, learning new vocabulary. - To continue to share news from home and recall things that have happened in the not too distant past. - To use photographs of key events and special occasions to talk about their time in nursery. - Continue developing positive attitudes about the differences between people. - 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. - Begin to explore role play opportunities available to them. - Respond to what they have heard, expressing their thoughts and feelings
Reception	- Talk about past and present events in my own life and in the lives of family members. - To retell a story using their own words. - To use talk to organise, sequence and clarify thinking, ideas, feelings and events. - To follow instructions of three steps or more. - To use pictures to tell stories. - To sequence familiar stories. - To recite numbers in order up to 30 and beyond. - To talk about experiences from Nursery, using vocabulary before, then, now. - To recognise the order of events in the school day when using the visual timetable.	- Make observations of animals and plants and explain why some things occur, and talk about changes. - To understand who, where and when questions. - To learn new vocabulary and use picture cue cards to talk about an object - To begin to predict what may happen in the story. - To know about the past through settings, characters and events encountered in books read in class and storytelling. - To use different construction materials	- Look closely at similarities, differences, patterns and change. - Make observations of animals and plants and explain why some things occur, and talk about changes. - To ask a variety of questions to find things out and clarify understanding. - To use new vocabulary in different contexts. - To engage in non-fiction books. - To share resources with their peers. - To know that information can be retrieved from books. - To identify similarities and differences	- Talk about events in chronological order. - Retell events. - Order stories and pictures through role play and drawing pictures - To answer 'why' questions linked to stories, non-fiction text and other areas of learning. - To work collaboratively as a group, responding to each other's ideas. - To act out stories. - 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



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History

	- To begin to make a timeline to plot the events during their time in Reception. - To talk about toys they received for Christmas and compare with toys that adults used to play with. - To continue to add photographs of key events and special occasions to build on the class timeline. - To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline. - To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline.		- between firefighters and nurses today and in the past when exploring photos. - To talk about changes made by different people from the past. (Little People Big Dreams series Rosa Parks.) - To know about figures from the past linked to Bonfire Night (Guy Fawkes and King James). - To know some similarities and differences between things in the past and now, linked to Christmas. - To know about figures from the past (Neil Armstrong and Tim Peake) - To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Space and travel)	- is who and discuss how they have changed. - To use the photographs of key events and special occasions to talk about their time in Reception.
Year 1	- Sequence events or objects in chronological order. - Begin to use appropriately terminology such as past, then and now. - Tell others about things that happened when they were little.	- Begin to describe similarities and differences in artefacts. - Use drama to explore why people did things in the past. - Use a range of sources to find out characteristic features of the past. - Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	- Sort artefacts into “then” and “now.” - Use a range of sources as possible speaking and listening (links to literacy) - Ask and answer questions related to different sources and objects	- Sequence Time lines (3D with objects/ sequential pictures) - Drawing - Drama/role play - Writing (reports, labelling, simple recount) ICT
Key Questions	How have toys changed in the last 100 years? (Autumn) Who were the Beatles and what was their impact on Liverpool? (Spring) Who were Florence Nightingale and Mary Seacole? (Summer)			
Year 2	- Describe similarities and difference between ways of life in different periods. - Sequence artefacts closer together in time. - Sequence events.	- Give more than one effect of an event and give simple explanations. - Find out about people and events in other times - Describe similarities and differences of a collection of artefacts Use drama – develop	- use a source – why, what, who, how, where - ask questions and find answers - sequence a collection of artefacts - Use timelines to discuss the effectiveness of sources	- Describe an event using temporal language; - Class display/ museum - Annotated photographs - ICT



St Oswald's Catholic Primary School – Progression of skills assessment criteria

History

		empathy and understanding (hot seating, sp. and listening) - Compare pictures or photographs of people or events in the past - Identify different ways to represent the past		
Key Questions	Explain what you understand about the Great Fire of London. (Autumn) Who was Kitty Wilkinson and what impact did she have on Liverpool? (Spring) How society evolved during the Stone Age? (Summer – Opening Worlds Unit)			
Year 3 Opening Worlds	- Place the time studied on a timeline. - Sequence events or artefacts - Use dates related to the passing of time	- Give a few reasons for and results of the main events and changes; - 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 - 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	- 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 a library, e-learning for research ask and answer questions	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode
Key Questions	How much did Ancient Egypt change over time? (Autumn 1) How similar and how different were Ancient Egypt and Ancient Sumer? (Autumn 2) How do we know about the Indus Valley civilisation? (Spring 1) What did Greek city-states have in common? (Spring 2) What can sources from Ancient Greece tell us? (Summer 1) How did Alexander the Great conquer so much? (Summer 2)			



St Oswald's Catholic Primary School – Progression of skills assessment criteria

History

Year 4 Opening Worlds	- 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. BCE/AD.	- 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 ancient civilisations - Examine the evidence available - Begin to evaluate the usefulness of different sources	- 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 a library, e-learning for research	- Display findings in a variety of ways. - 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
Key Questions	How did Rome become so powerful? (Autumn 1) What can sources reveal about Roman ways of life? (Autumn 2) What changed in Roman Britain? (Spring 1) How did rulers change Christianity? (Spring 2) Why did Islam spread so far and so fast? (Summer 1) How did worlds come together in Cordoba? (Summer 2)			
Year 5 Opening Worlds	- 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	- Study different aspects of life of different people – e.g. differences between men and women - Examine causes and effects of 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 (e.g. Benin, Shang Dynasty, Egypt) - Compare accounts of events from different sources. - Offer some reasons for different versions of events	- Begin to identify primary and secondary sources - Use evidence to build up a picture of life in time studied - Select relevant sections of information confident use of library, e-learning, research	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



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History

Key Questions	Why were there so many restless minds in Cordoba and in Baghdad? (Autumn 1) How have historians learned about Anglo-Saxon Britain? (Autumn 2) How did the Vikings change England? (Spring 1) What connections* and similarities did the Norse peoples have with other peoples? (Spring 2) How did Anglo Saxons and Vikings shape England and Scotland? (Summer 1) Enquiry question developed by school to suit school-planned local study (Summer 2)				
Year 6	• Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world. • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Sequence up to ten events on a time line.	• Find 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. • Know key dates, characters and events of time studied Compare and contrast ancient civilisations • Link sources • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confident use of the library etc. for research	• 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	• Use a variety of ways to communicate knowledge and understanding including extended writing. • 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	
Key Questions	How do historians know about the Maya? (Autumn 1) How similar and different were medieval Ethiopia and Benin? (Autumn 2) Why did Manchester change so rapidly in the 19th century? (Spring 1) How typical of urban history is the history of my city / the city of xxx? (Spring 2) Britain in the era of the Second World War (Summer 1) Enquiry question developed by school to suit school-planned local study (Summer 2)				