



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

Progression of Skills Document

	Construct & sequence the past	Change and development	Cause and effect	Significance and interpretation	Plan and carry out an enquiry	Use sources as evidence
Year 1	<p>Recognise the difference between 'old' and 'new'</p> <p>Know where some basic events fit on a timeline, relating to their topic</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p>	<p>Say how something is the same or different in the past.</p> <p>Develop a sense of time and how fast things change (e.g. differences between changes in their / their parents / their grandparents lifetimes).</p>	<p>Show an understanding of some key events.</p> <p>Start to think about the reasons why things might change (e.g. improvements in technology / making life easier / more fun).</p>	<p>Begin to understand why events being studied are important.</p> <p>Use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.</p>	<p>Ask and answer some historical questions.</p> <p>Sort pictures / objects / events into 'old' and 'new'.</p>	<p>Use pictures and photographs to extract some information about the past.</p> <p>Begin to recognise different ways we can learn about the past (e.g. from images, objects, stories, first-hand witnesses).</p>
Year 2	<p>Record some events onto a timeline.</p> <p>Know where some key people fit on a timeline.</p> <p>Remember a few significant names and</p>	<p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'.</p>	<p>Recount key events from the past in their own words and begin to explain why these events happened.</p>	<p>Understand why people and events being studied are important.</p> <p>Begin to express preferences and justify them with evidence / facts (e.g.</p>	<p>Ask and answer historically relevant questions.</p> <p>Use historical vocabulary (eg. past, present, recently, years, decades, centuries).</p> <p>Compare events from</p>	<p>Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some</p>



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	<p>dates. Use common words and phrases related to the passing of time (now, then, before).</p>	<p>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>	<p>Begin to think about the impact that historical events have had on modern life.</p>	<p>Who was the greatest explorer?</p>	<p>different periods in history (eg. different discoveries/voyages).</p>	<p>information about the past. Begin to piece together clues from a variety of different sources.</p>
Year 3	<p>Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). Place events of British history on a timeline, using dates. Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast</p>	<p>Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. Explore change at a local level, investigating the impact of national and global events.</p>	<p>Question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) Describe the impact of events in the more distant past on modern life (eg. the legacy of</p>	<p>Ask and answer questions about how and why events and people being studied are significant. Express preferences and personal responses to topics being studied and back-them up with evidence / facts.</p>	<p>Construct relevant questions about history and begin to suggest how these might be answered. Carry out a local history study (how did history shape our area? What evidence can we still find?) Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</p>	<p>Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Romans than the Iron Age?)</p>



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	amounts of change in last century.		the Roman Empire for modern Europe).			
Year 4	Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes). Separate out timeline of Britain from global events and recognise that some events are more globally important than others	Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / themes over time. Explore differences between different people living at the same time	Independently question the reasons behind historical events and changes. Give increasingly accurate answers to these questions. Describe how events/ people being studied have had an impact on the modern world.	Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.	Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. Use historical terms correctly.	Understanding that historical knowledge comes from a range of sources. Look at two versions of the same events identifying how they are similar/different. Question the accuracy of modern depictions of historical events.
Year 5	Develop a clear understanding of the order of the time periods	Discuss changes, similarities and differences. Deepen understanding	Ask and answer clear and accurate questions	Deepen their understanding that historical knowledge	Select appropriate evidence to answer a question, and recognise	Accept, reject and comment on how useful sources are when



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	<p>that they have studied (covering all units from KS1 & KS2). Place world history events on a timeline using the correct dates and labels.</p>	<p>of trends/themes over time. Describe what life was like for people living at the same point (rich/poor, military/civilians etc.)</p>	<p>about what happened. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects.</p>	<p>comes from a range of sources, Understand that there can be many versions of the same events in history, giving reasons why these may exist.</p>	<p>that there is often not a single 'right' answer to an historical question. Draw conclusions on what happened based on study a range of sources.</p>	<p>carrying out research. Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p>
Year 6	<p>Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of</p>	<p>Ask and answer questions about changes, similarities and differences and challenge responses. Discuss and debate trends and themes over time. Describe changes across an historical period (considering</p>	<p>Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. Investigate and describe legacies for</p>	<p>Recognise that some events and people are more significant than others, and use evidence to back-up responses. Understand that historical knowledge comes from a range of sources,</p>	<p>Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Reach conclusions on what happened based on the study of a range of sources. Reflect on enquiries and</p>	<p>Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online</p>



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	historical scale	social, political, cultural and technological changes).	the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.	Make links between historical events, changes and cultures across a range of periods studied	identify ways in which they could be improved or extended.	resources etc. when investigating historical sources
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