



# St. Edward's Catholic Primary School Skills Progression



Celebrating  
Our  
Diversity

Creating  
Independent  
Thinkers

Producing  
Global Citizens  
in a Caring  
Community

Developing  
Opportunities  
Through Our  
Curriculum

Aspiring  
To Be  
Technological  
Innovators

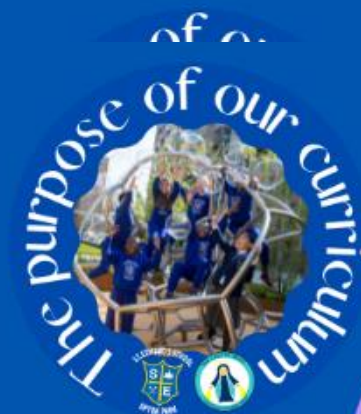
Skills	EYFS	Year 1	Year 2
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Begin to differentiate between past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events or objects in chronological order- <b>(All)</b></li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time. <b>(OU)</b></li> <li>Sequence events. <b>(GF &amp; OU)</b></li> <li>Sequence photos etc. from different periods of their life. <b>(All)</b></li> <li>Describe memories of key events in lives. <b>(OU)</b></li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>Show interest in the lives of people familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe similarities and differences in artefacts. <b>(FH &amp; T)</b></li> <li>Drama – why people did things in the past.</li> <li>Use a range of sources to find out characteristic features of the past <b>(T)</b></li> </ul>	<ul style="list-style-type: none"> <li>Find out about people and events in other times. <b>(All)</b></li> <li>Collections of artefacts – confidently describe similarities and differences. <b>(FM &amp; GF)</b></li> <li>Drama – develop empathy and understanding (hot seating, sp. and listening). <b>(FM &amp; GF)</b></li> </ul>
<b>Interpretations of History</b>		<ul style="list-style-type: none"> <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>Compare pictures or photographs of people or events in the past. <b>(All)</b></li> <li>Able to identify different ways to represent the past</li> </ul>
<b>Historical Enquiry</b>		<ul style="list-style-type: none"> <li>Sort artefacts “then” and “now”. <b>(FH &amp; T)</b></li> <li>Use as wide a range of sources as possible</li> <li>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>Use a source – why, what, who, how, where to ask questions and find answers. <b>(All)</b></li> <li>Sequence a collection of artefacts. <b>(FM &amp; GF)</b></li> <li>Time line <b>(All)</b></li> <li>Discuss the effectiveness of sources. <b>(FM &amp; GF)</b></li> </ul>
<b>Organisation and Communication</b>		<ul style="list-style-type: none"> <li>As before with increasing detail               <ul style="list-style-type: none"> <li>- Time lines (3D with objects/ sequential pictures)</li> <li>- Drawing</li> <li>- Drama/role play</li> <li>- Writing (reports, labelling, simple recount)</li> <li>- Computing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As before               <ul style="list-style-type: none"> <li>- Class display/ museum</li> <li>- Annotated photographs</li> <li>- ICT</li> </ul> </li> </ul>
<b>Project Themes</b>	People & Communities	My Family History (Autumn 1) = <b>FH</b> The Greatest Explorers (Spring 1) = <b>GE</b> Great Inventions: Transport (Summer 1) = <b>T</b>	Florence Nightingale & Mary Seacole (Autumn 1) – <b>FM</b> Great Fire of London (Spring 1) = <b>GF</b> <b>Overview unit:</b> Our Local Heroes (Summer 1) = <b>OU</b>

Following our goals'





# St. Edward's Catholic Primary School Skills Progression



Skills	Year 3	Year 4
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Place the time studied on a time line. <b>(SA &amp; B)</b></li> <li>Sequence events or artefacts. <b>(All)</b></li> <li>Use dates related to the passing of time. <b>(All)</b></li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on a time line. <b>(All)</b></li> <li>Use terms related to the period and begin to date events. <b>(All)</b></li> <li>Understand more complex terms e.g. BC/AD <b>(All)</b></li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied. <b>(R &amp; SA)</b></li> <li>Compare with our life today. <b>(SA)</b></li> <li>Identify reasons for and results of people's actions. <b>(SA &amp; B)</b></li> <li>Understand why people may have had to do something. <b>(SA)</b></li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied. <b>(All)</b></li> <li>Identify key features and events. <b>(All)</b></li> <li>Look for links and effects in time studied. <b>(All)</b></li> <li>Offer a reasonable explanation for some events. <b>(All)</b></li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented. <b>(All)</b></li> <li>Distinguish between different sources and evaluate their usefulness. <b>(All)</b></li> <li>Look at representations of the period – museum, cartoons, etc. <b>(SA &amp; B)</b></li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available. <b>(All)</b></li> <li>Begin to evaluate the usefulness of different sources. <b>(All)</b></li> <li>Use of text books and historical knowledge. <b>(All)</b></li> </ul>
<b>Historical Enquiry</b>	<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.</li> <li>Select and record information relevant to the study.</li> <li>Begin to use the library, e-learning for research.</li> <li>Ask and answer questions.</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 the library, e-learning for research.</li> </ul>
<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</li> </ul>	<ul style="list-style-type: none"> <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.</li> <li>Display findings in a variety of ways.</li> <li>Work independently and in groups.</li> </ul>
<b>Project Themes</b>	Local History: Roads (Autumn 1) = <b>R</b> Stone Age to Iron Age (Spring 1) = <b>SA</b> Benin (Summer 1) = <b>B</b>	The ancient Egyptians (Autumn 1) = <b>E</b> The ancient Greeks (Spring 1) = <b>G</b> <b>Overview unit:</b> Contrasting Civilisations (Summer 1) = <b>OU</b>

Following... reach our goals





# St. Edward's Catholic Primary School Skills Progression



Skills	Year 5	Year 6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied. <b>(R &amp; AS)</b></li> <li>Use relevant terms and period labels. <b>(All)</b></li> <li>Relate current studies to previous studies. <b>(All)</b></li> <li>Make comparisons between different times in history. <b>(All)</b></li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies. <b>(All)</b></li> <li>Use relevant dates and terms. <b>(All)</b></li> <li>Sequence up to ten events on a time line. <b>(W)</b></li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>Study different aspects of life of different people – differences between men and women. <b>(M &amp; R)</b></li> <li>Examine causes and results of great events and the impact on people. <b>(R)</b></li> <li>Compare life in early and late times studied. <b>(All)</b></li> <li>Compare an aspect of life with the same aspect in another period. <b>(R)</b></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. <b>(V &amp; W)</b></li> <li>Compare beliefs and behaviour with another period studied. <b>(V &amp; W)</b></li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. <b>(OU)</b></li> <li>Know key dates, characters and events of time studied. <b>(All)</b></li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources. Fact or fiction. <b>(R &amp; AS)</b></li> <li>Offer some reasons for different versions of events. <b>(R &amp; AS)</b></li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at. <b>(W &amp; OU)</b></li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. <b>(W)</b></li> <li>Be aware that different evidence will lead to different conclusions. <b>(W &amp; OU)</b></li> <li>Confident use of the library etc. for research. <b>(All)</b></li> </ul>
<b>Historical Enquiry</b>	<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.</li> <li>Confident use of library, e-learning, 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>
<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>Fit events into a display sorted by theme time.</li> <li>Use appropriate terms, matching dates to people and events.</li> <li>Record and communicate knowledge in different forms: work independently and in groups showing initiative.</li> </ul>	<ul style="list-style-type: none"> <li>Select aspect of study to make a display.</li> <li>Use a variety of ways to communicate knowledge and understanding including extended writing.</li> <li>Plan and carry out individual investigations.</li> </ul>
<b>Project Themes</b>	<p>The Maya Civilisation (Autumn 1) = <b>M</b>            Roman Britain (Spring 1) = <b>R</b>            The Anglo- Saxons (Summer 1) = <b>AS</b></p>	<p>The Vikings (Autumn 1) = <b>V</b>            The Impact of war (Spring 1) = <b>W</b>  <b>Overview unit:</b>            Journeys (Summer 1) = <b>OU</b></p>

goals