



St Jude's C of E Primary School Skill Progression Grid



History

Year 3

Romans	Curriculum Skill	Number of times taught
	Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)	1
	Describe the Roman Empire and its impact on Britain. (Understanding of events, people and change)	1
	Describe a study of an aspect or theme in British history that extends his/her knowledge beyond 1066. (Understanding of events, people and change)	1
Living in London	Curriculum Skill	Number of times taught
	Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)	2
	Describe memories of key events in his/her life using historical vocabulary (Chronological understanding)	1
Invaders!	Curriculum Skill	Number of times taught
	Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)	3
	Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	1
	Describe Britain's settlement by Anglo-Saxons and Scots.	1
	Describe a study of an aspect or theme in British history that extends his/her knowledge beyond 1066. (Understanding of events, people and change)	2
Location	Curriculum Skill	Number of times taught
	Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)	4
Amazon	Curriculum Skill	Number of times taught
	Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)	5
Whole School	Curriculum Skill	Number of times taught
	Describe key events in his/her life using historical vocabulary. (Chronological understanding)	2

Year 4

Pharaohs	Curriculum Skill	Number of times taught
	Use historic terms related to the period of study. (Chronological understanding)	1
	Place some historical periods in a chronological framework. (Chronological understanding)	1



St Jude's C of E Primary School Skill Progression Grid



History

	Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)	1
	Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)	1
	Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)	1
	Describe the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, Ancient Egypt, Ancient China. (Understanding of events, people and changes)	1
Rivers	Curriculum Skill	Number of times taught
	Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)	2
Stone age	Curriculum Skill	Number of times taught
	Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes)	1
	Use historic terms related to the period of study. (Chronological understanding)	2
	Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)	2
	Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)	2
	Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)	2
	Understand that sources can contradict each other. (Historical interpretations)	1
Vikings	Curriculum Skill	Number of times taught
	Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of events, people and changes)	1
	Place some historical periods in a chronological framework. (Chronological understanding)	2
	Use historic terms related to the period of study. (Chronological understanding)	2
	Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)	3
	Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)	3
	Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)	3
	Describe a study or aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes)	



History

Chocoholics	Curriculum Skill	Number of times taught
	Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)	4
	Describe a non-European society that provides contrasts with British history – Mayan civilization. (Understanding of events, people and changes)	1
	Use historic terms relating to period of study. (Chronological understanding)	3
	Understand that sources can contradict each other. (Historical interpretations)	2
	Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)	3
Whole school	Curriculum Skill	Number of times taught
	Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)	4
	Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)	5
	Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)	4
	Understand that sources can contradict each other. (Historical interpretations)	2

Year 5

Greeks	Curriculum Skill	Number of times taught
	Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes)	1
	Compare sources of information available for the study of different times in the past.	1
	Understand that the type of information available depends on the period of time studied. (Historical interpretations)	1
	Provide an account of a historical event based on more than one source. (Organisation and communication)	1
	Make comparisons between aspects of periods of history and the present day. (Historical interpretations)	1
	Evaluate the usefulness of a variety of sources. (Historical interpretations)	1
Space	Curriculum Skill	Number of times taught
	Understand that the type of information available depends on the period of time studied. (Historical interpretations)	2
	Provide an account of a historical event based on more than one source. (Organisation and communication)	2
	Make comparisons between aspects of periods of history and the present day. (Historical interpretations)	2
	Compare sources of information available for the study of different times in the past.	2
	Provide an account of a historical event based on more than one source. (Organisation and communication)	2
	Give some reasons for some important historical events. (Understanding of events, people and changes)	1
	Use dates to order and place events on a timeline (Chronological understanding)	1



History

Caribbean	Curriculum Skill	Number of times taught
	Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)	1
Tudors	Curriculum Skill	Number of times taught
	Give some reasons for some important historical events. (Understanding of events, people and changes)	2
	Provide an account of a historical event based on more than one source. (Organisation and communication)	3
	Understand that the type of information available depends on the period of time studied. (Historical interpretations)	3
	Compare sources of information available for the study of different times in the past.	2
	Make comparisons between aspects of periods of history and the present day. (Historical interpretations)	2
	Evaluate the usefulness of a variety of sources. (Historical interpretations)	2
WW2	Curriculum Skill	Number of times taught
	Give some reasons for some important historical events. (Understanding of events, people and changes)	3
	Provide an account of a historical event based on more than one source. (Organisation and communication)	3
	Understand that the type of information available depends on the period of time studied. (Historical interpretations)	4
	Compare sources of information available for the study of different times in the past.	4
	Make comparisons between aspects of periods of history and the present day. (Historical interpretations)	4
	Evaluate the usefulness of a variety of sources. (Historical interpretations)	3
	Describe a local history study. (Understanding of events, people and changes)	1
Whole school	Curriculum Skill	Number of times taught
	Describe a local history study. (Understanding of events, people and change)	2
	Present findings and communicate knowledge and understanding in different ways (Organisation and communication)	1
	Use a variety of resources to find out about aspects of the life in the past.	1
	Make comparisons between aspects of periods of history and the present day.	3

Year 6

Victorians	Curriculum Skill	Number of times taught
	Use evidence to support arguments. (Understanding of events, people and changes)	1
	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)	1
	Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)	1
	Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)	1



History

	Make confident use of a variety of sources for independent research. (Historical enquiry)	1
	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)	1
Extreme Earth	Curriculum Skill	Number of times taught
	Use evidence to support arguments. (Understanding of events, people and changes)	2
	Make confident use of a variety of sources for independent research. (Historical enquiry)	2
Ancient Africa	Curriculum Skill	Number of times taught
	Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. (Understanding of events, people and changes)	1
	Use evidence to support arguments. (Understanding of events, people and changes)	3
	Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)	2
	Make confident use of a variety of sources for independent research. (Historical enquiry)	3
	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)	2
War Child	Curriculum Skill	Number of times taught
	Use evidence to support arguments. (Understanding of events, people and changes)	4
	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)	2
	Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)	3
	Make confident use of a variety of sources for independent research. (Historical enquiry)	4
	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)	3
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)	1
Technology	Curriculum Skill	Number of times taught
	Use evidence to support arguments. (Understanding of events, people and changes)	5
	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)	3
	Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)	2
	Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)	4
	Make confident use of a variety of sources for independent research. (Historical enquiry)	5
	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)	4



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History

Whole school	Curriculum Skill	Number of times taught
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)	2
	Describe a local history study. (Understanding of events, people and changes)	1
	Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)	3