



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL

The Wider Curriculum at St Charles Borromeo

History - Progression of skills

Overview across the key stages

Strand	EYFS	KS1	Lower KS2	Upper KS2
1. Historical Knowledge				
Constructing the past	<p>Begin to make sense of their own life story and family's history.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Know where people and events fit within a chronological framework.</p> <p>Study historical periods, some of which they will study more fully later.</p>	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p>	<p>Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>
Sequencing the past	Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p>	Develop chronologically secure knowledge and understanding of British, local and world history.	Develop chronologically secure knowledge and understanding of British, local and world history.
2. History Concepts				
Change and development	Children comment on images of familiar situations in the past.	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p>	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
Cause and effect	<p>Children enjoy joining in with family customs And routines.</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p>	Address and devise historically valid questions about cause.	Address and devise historically valid questions about cause.
Significance and interpretations		Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Address and devise historically valid questions about significance.	Address and devise historically valid questions about significance.
			Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.
3. Historical Enquiry				
Planning and carrying out a historical enquiry	Children compare and contrast figures from stories, including figures from the past.	<p>Ask and answer questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p>	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p>
Using sources as evidence		Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.

