

DUDLEY ACADEMIES TRUST - KATES HILL PRIMARY SCHOOL

Primary History Progression of Skills



SKILLS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological understanding	Know and recall memories from the past in their lives.	Sequence events in their own lives using photographs. Sequence artefacts from distinctly different periods of time (such as toys).	Begin to sequence events from a different time in the past on an unscaled timeline.	Use dates for a time studied. Use terms relating to the passing of time. Sequence several events or artefacts. Place times studied on a timeline. Introduce AD and BC.	Use terms related to time and begin to understand BC and AD. Sequence events on a scaled timeline (centuries). Begin to date events.	Know and sequence key events of time studied and place on a scaled timeline. Use relevant terms and period labels. Use the terms AD and BC.	Make comparisons with different times in the past – placing current study on a timeline in relation to other studies. Be able to sequence up to ten events on a scaled timeline confidently, including BC and AD.
Range and depth of historical knowledge	Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Know the difference between the past and the present and recount stories from the past.	Know why people did things and what happened. Know about different ways of life at different times in the past.	Use evidence to reconstruct life from the past, identify key features from the past and look for links to offer explanations for events. Know about the cause of great events and the impacts on people.	Compare an aspect of life with the same aspect in another period. Increasingly know that views are not always shared by everyone. Examine causes and results of great events and their impact on people.	Compare life in early and late times studied. Find out about beliefs and behaviour of people. Write explanations of life in the past and use evidence to support own views. Know key dates, evidence and events of time studied.

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Historical interpretation	Understand the past through settings, characters and events encountered in books read in class and storytelling. Compare and contrast characters from stories, including figures from the past.	Know the difference between fact and fiction stories. Compare pictures and photos of a past event.	Compare two versions of the past. Compare photographs/accounts/stories about the past—how reliable are these sources?	Use books and historical knowledge. Observe small details – artefacts, pictures, paintings, cartoons.	Compare different versions of the same event. Identify different ways the past is represented and look at evidence to begin to evaluate the usefulness of them. Use texts books and historical knowledge.	Compare accounts of events from different sources and begin to offer reasons for different versions of the events. Offer some reasons for different versions.	Know you can check the accuracy of information and have an awareness that different events can lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.	Find answers to simple questions about the past from photos, artefacts and video clips.	Observe and handle sources to answer questions about the past based on observation.	Use a range of sources to find out and build a picture of the past.	Begin to make use of the library and internet for research. Observe small details and select relevant material to present a picture of life in the time studied.	Select and use a range of relevant sections of information from a combination of sources. Begin to identify primary and secondary sources.	Begin to suggest omissions to information and know where to find out the missing information. Recognise primary and secondary sources of information and use evidence from a range of

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							sources to build a picture of the past.
SKILLS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Significant people, events and change and their impact	Know and recount episodes from their own and others' past, saying why it happened. Answer how and why questions about stories, experiences, events and objects.	Know and recount episodes from stories about the past, saying why it happened (e.g. Florence Nightingale's role in the Crimean War). Discuss how changes in transport have changed our lives today.	Recognise why people did things, why events happened and what happened as a result (e.g. the materials used to construct buildings at the time of the Great Fire of London).	Describe links between the Geography of an area and its History. Describe how individual sites can inform our wider understanding of a civilisation (e.g. Stonehenge, Skara Brae, Pyramids). Recognise the importance of archaeological digs to our understanding (e.g. Skara Brae)	Continue to describe links between the geography of an area and its history (e.g. the Romans - where and why they invaded Britain) and use this to make inferences.	Explain how individuals, civilisations or events contributed to national or worldwide change (e.g. The Industrial Revolution – Brunel, Derby.). Continue to describe links between the Geography of an area and its History and use this to make inferences.	Explain how ideas and movements, as well as individuals, civilisations and events, contributed to national or worldwide change (e.g. Ancient Islamic Civilisation) Explain why people did things, why events happened and what happened as a result (e.g. the Evacuation in WW2).