

LADY BANKES PRIMARY SCHOOL
HISTORY CURRICULUM SKILLS PROGRESSION



| Pupils should be taught to: | EYFS | | Key Stage 1 | | Key Stage Two | | | |
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| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Historical Interpretations | <p>Look at pictures of babies and compare to self now. (substantive knowledge)</p> <p>Know about similarities and differences between themselves and others, by identifying characteristic features. (disciplinary knowledge)</p> | <p>Know some similarities and differences between things in the past and now, drawing on own experience and what has been read in class.</p> <p>Understand the past through settings, characters, their features, and events encountered in books read in class and storytelling. (disciplinary knowledge)</p> | <p>Start to compare two versions of past events. (substantive knowledge)</p> <p>Compare similarities and differences about individuals or items (such as toys) from the past. (disciplinary knowledge)</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> | <p>Start to use stories or accounts to distinguish between fact and fiction. (disciplinary knowledge)</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past. (substantive knowledge)</p> | <p>Look at more than two versions of the same event or story in history and identify differences. (disciplinary knowledge)</p> <p>Understand how the earliest events in history contributed to the formation of civilisation.</p> | <p>Investigate different accounts of historical events and be able to explain some of the reasons why the account might be different.</p> <p>Identify key features and events of time studied, looking for links and effects across the periods (such as invasion and settlement in Britain). Offer a reasonable explanation for some events.</p> | <p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding (substantive knowledge) about the past.</p> <p>Start to understand the difference between primary and secondary</p> | <p>Know the difference between primary and secondary evidence and be able to comment on the reliability, accuracy and usefulness of the evidence. (substantive knowledge)</p> <p>Show an awareness of the concept of propaganda and know that people in the past represent events or ideas in a way that may be to persuade others. (disciplinary knowledge)</p> |

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| | | | | | | | evidence. (disciplinary knowledge) | |
| Historical Investigations | <p>Informally explore old and new in the context of stories. (substantive knowledge)</p> <p>Recognise the difference between past and present in their own lives, and their family.</p> | <p>Explore old and new (in the context of toys). (substantive knowledge)</p> <p>Answer 'how' and 'why' questions about their experiences and in response to events.</p> <p>Develop their own explanations by connecting ideas and events. (disciplinary knowledge)</p> | <p>Observe or handle evidence to ask simple questions about the past. (substantive knowledge)</p> <p>Describe why an event or individual from the past is important for us to learn about (EG in discoveries and exploration). (disciplinary knowledge)</p> | <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. (substantive knowledge)</p> <p>Choose and select evidence and say how it can be used to find out about the past. (disciplinary knowledge)</p> <p>Describe how an important event or an individual is remembered and why (such</p> | <p>Use a range of primary and secondary sources to find out about the past. (substantive knowledge)</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past. (disciplinary knowledge)</p> <p>Devise own questions to find out answers about the past.</p> | <p>Undertake own research to answer questions about the past.</p> <p>Construct informed responses (disciplinary knowledge) about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information (substantive knowledge).</p> | <p>Investigate own lines of enquiry by posing historically valid questions to answer.</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past. (substantive knowledge)</p> <p>Describe how national and international events affected local lives in the past (e.g. the effect of wartime on trade) (disciplinary</p> | <p>Use a wide range of evidence (e.g. ceramics, historical sites) to devise historically valid questions about change, causes, similarity and difference and significance (substantive knowledge)</p> <p>Select relevant sections of information (substantive knowledge) to address historically valid questions and construct detailed, informed responses (disciplinary knowledge).</p> |

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| | | | | as GFOL or in exploration). | | | knowledge) | |
| Chronological Understanding | <p>Know days of the week, months of the year, seasons, to develop chronological understanding.</p> <p>Remember and talk about significant events in their own experience.</p> | <p>Talk about 'old' and 'new' to develop chronological understanding.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Sequence photographs from different parts of their life.</p> <p>Match objects to different people of different ages.</p> | <p>Sequence artefacts and events that are close together in time.</p> <p>Use words and phrases such as old, new, newest, oldest, before, and after to show the passing of time. Begin to use 'because' to explain why events happened.</p> | <p>Develop Chronological understanding by ordering dates from earliest to latest on simple timelines.</p> <p>Sequence pictures from different periods.</p> <p>Use words and phrases such as earliest, latest, part, present, future, century and modern to show the passing of time.</p> | <p>Sequence several events, artefacts and historical figures on a timeline using dates, including some that are further apart, introducing the terms BC (Before Christ) and AD (Anno Domini).</p> | <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini), to help develop substantive knowledge/concepts of chronological understanding.</p> | <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately. Introduce scale.</p> <p>Understand how some historical events occurred concurrently in different locations.</p> | <p>Accurately use dates and terms to describe historical events, expanding onto discussing time scale/spans.</p> <p>Understand and describe in detail the main changes to an aspect in a period in history.</p> |
| Knowledge and Understanding of events, people and | <p>Begin to make sense of own life story and</p> | <p>Compare and contrast characters from stories</p> | <p>Recognise some similarities and differences</p> | <p>Identify similarities and differences between ways</p> | <p>Identify key features, aspects and events of the</p> | <p>Explain how people and events in the past have influenced life today.</p> | <p>Identify and note connections, contrasts and</p> | <p>Examine causes and results of great events and the impact these had on</p> |

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| <p>changes in the past.</p> | <p>family's history.</p> <p>Understands how and why questions.</p> <p>Begins to use more complex sentences to link thoughts.</p> <p>Talk about why things happen and how things work.</p> | <p>including figures from the past.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>between the past and present.</p> <p>Know and recount episodes from stories.</p> <p>Describe people's beliefs from the past and why they might be different to our own (e.g. ideas on medicine in Florence Nightingale's time).</p> | <p>of life in different periods.</p> <p>Know and recount episodes from significant events in history.</p> <p>Describe what has changed as the result of an event or an individual (such as city design after the Great Fire of London).</p> | <p>time studied.</p> <p>Find out about the everyday lives of people in time studied.</p> <p>Begin to explain why people did things (e.g. move towards living in villages in Stone Age) and why some events happened.</p> <p>Describe links between the Geography of an area and its History. Explain how individual sites can inform our wider understanding of a civilisation (e.g. Skara Brae)</p> | <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p>trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms including 'culture' when describing the past.</p> <p>Describe links between the Geography of an area and its History and use this to make inferences.</p> | <p>people.</p> <p>Explain how individuals, civilisations and events contributed to national or worldwide change EG the effect of wartime/migration</p> <p>Use appropriate historical terms such as social, economic and political when describing the past.</p> <p>Describe key features of the past including the attitudes, beliefs and everyday lives of men, women and children.</p> |
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| <p>Presenting, organising and communicating information</p> | <p>Verbal discussion of language and topics introduced. Begins to use more complex sentences to link thoughts.</p> <p>Talk about why things happen and how things work.</p> <p>Children talk about past and present events in their own lives.</p> | <p>Comment on images and events of familiar situations, that have happened in the past or present, in their own lives and in the lives of family members. in the past.</p> <p>Talk about some of the things they have observed, question why things happen and give explanations.</p> | <p>Talk, write and draw about things from the past.</p> <p>Demonstrating a range of enquiry methods – research, class sticky notes and home learning presentations.</p> <p>Use drama and role-play to communicate knowledge about the past.</p> | <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Understand changes made from past events through experiments EG materials burning.</p> <p>Begin to make inferences about the lives of people from the past based on physical evidence (e.g. diary of Samuel Pepys, alive at the time as GFOL).</p> | <p>Start to present ideas based on own research about a studied period.</p> <p>Illustrate how the past was recorded through Art and DT.</p> <p>Demonstrating a range of enquiry methods – research, class sticky notes and home learning presentations.</p> | <p>Present, communicate and organise ideas about the past using models, drama, role-play and different genres of writing.</p> <p>Demonstrating a range of enquiry methods – research, class sticky notes and home learning presentations.</p> | <p>Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing.</p> <p>Plan and present a self-directed project or research about the period studied.</p> | <p>Give opinions through discussions/debates, justifying them with more than one piece of evidence. EG the significance and treatment of the Windrush generation and its impact on Britain today.</p> <p>Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate explanation.</p> |