

## St Dunstan's RC Primary Key Stage History Progression

<b>EYFS</b>	In the Early year's foundation stage, the children will explore history through knowledge and understanding of the world. We provide opportunities to expand the children's knowledge and understanding of events, people and changes in the past. Children are encouraged to develop their investigative and interpretive skills through high quality interactions and modelling. At St Dunstan's children begin to develop their sense of chronology by talking about their own life story and the life story of their families. They are supported to communicate in the past tense when talking about things that have happened. Our children are able to explore images of the past and make comparisons with the present. Children are introduced to new historical vocabulary throughout their time in EYFS.
<b>KS1</b>	In Key Stage 1, the St Dunstan's History curriculum is mapped to enable pupils to develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and be able to identify similarities and differences between ways of life in different periods. Pupils will use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should be able to understand some of the ways in which we find out about the past and identify different ways in which it is represented.
<b>KS2</b>	In Key Stage 2, pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

### Historical chronology and understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about members of their immediate family and community.</p> <p>During dedicated talk time, listen to what children say about their family; share information about your own family, giving children time to ask questions or make comments; encourage children to share pictures of their family and listen to what they say about the pictures.</p> <p>Using examples from real life and from books, show</p>	<p>Sequence some events or 2 related objects in order. (Timeline for changes within living memory clothes / toys)</p> <p>Uses words and phrases: old, new, young, days and months.</p> <p>Remembers parts of stories and memories about the past.</p>	<p>Recount changes in own life over time through discussion.</p> <p>Puts 3 people, events or objects in order using a given scale. For example, Gun Powder Plot, The Fire Of London</p> <p>Uses words and phrases such as recently, before, after, now, later, last week and yesterday.</p>	<p>Understand that a timeline can be divided into BC and AD.</p> <p>Builds on knowledge from KS1 to use a timeline to place several historical events in chronological order.</p> <p>Uses evidence to describe past: <i>Houses and settlements; Culture and leisure activities; Clothes, way of life and actions of people; Buildings and their uses; People's beliefs and</i></p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. Contrast between Roman, Anglo-Saxon beliefs and Viking beliefs, Viking society (how is this similar/different to our society today?)</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20<sup>th</sup> centuries. (Battle of Britain)</p> <p>Names and places dates of significant events from past on a timeline. For example, Ancient Greece, Benin, the industrial revolution.</p> <p>(Greek alphabet developed, Homer begins to write Iliad, Democracy introduced in</p>	<p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Comment on trends that happen over time. Annotate a timeline with historical terms and facts, showing a sense of historical scale (Benin, Ancient Greece, Battle of Britain)</p> <p>Uses key periods as reference points: 9<sup>th</sup> Century, WW1, WW2 and post war Britain.</p> <p>Describes main changes in a period in history using words</p>

<p>children how there are many different families (my big book of families, my world your world)</p> <p>Children develop an understanding of the passing of time for example school day through visual daily timetables, what they did in the morning or after lunch.</p> <p>Through stories and traditional tales, children learn language such as Once upon a Time, a long time ago, now and then. They begin to use learnt historical vocabulary through their play and discussions such as old, new, yesterday and today.</p>	<p>Can discuss differences in topics such as toys or flight</p>	<p>Uses and understands past and present when telling others about an event.</p> <p>Can discuss things that have happened to themselves and to others in the past.</p>	<p><i>attitudes; Things of importance to people; Differences between lives of rich and poor.</i></p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects. For example, Tools and artefacts, housing, clothes, tools etc. – used artefacts and books to show this.</p> <p>Identify and compare changes across different time periods. Contrast between Roman, Anglo-Saxon beliefs and Viking beliefs, (how is this similar/different to our society today?)</p>	<p>For example, looking at Roman Invasion to why the Viking left Denmark and invaded Britain, cause of the decline of the Vikings (Edward the Confessor)</p> <p>Identifies changes and links within and across the time periods studied. Comparison between British society 42Ad-1066 and modern-day society, for example place names.</p> <p>Shows changes on a timeline. STONE-IRON AGE: Palaeolithic, Mesolithic and Neolithic, Bronze and Iron ages; use of timeline.</p> <p>Understand how some historical events occurred concurrently – for example Ancient Egypt and Prehistoric Britain.</p>	<p>Athens, construction of Acropolis, Alexander the Great begins conquests and the Romans invade.)</p>	<p>such as: social, religious, political, technological, and cultural.</p> <p>Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 &amp; KS2).</p>
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## Historical concepts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comment on images of familiar situations in the past.</p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. events using basic chronology, recognising that things happened before they were born.</p> <p>Topics such as Journeys, My Family, All about Me, Holidays and Growth.</p>	<p>Tell the difference between past and present in own and other people's lives. (clothes, toys)</p> <p>Can name significant individuals and events and why we remember them. Ie Great Fire of London, Neil Armstrong</p>	<p>Uses information to describe the past. What types of clothes did people have in the past? How are toys different?</p> <p>Uses information to describe differences between then and now. For example, how London was built before the fire and after.</p> <p>Recounts main events from a significant event in history. (Great Fire, Gunpowder plot)</p> <p>Uses evidence to explain reasons why people in past acted as they did. Mae Jemison, Neil Armstrong.</p>	<p>Uses evidence to describe past: <i>Houses and settlements; Culture and leisure activities; Clothes, way of life and actions of people; Buildings and their uses; People's beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.</i></p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p> <p>Shows changes on a timeline for given topics</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and in the wider world. Contrast between, for example, Roman, Anglo Saxon beliefs and Viking beliefs, Viking society (how is this similar/different to our society today?)</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied. Looking at Roman Invasion to why the Viking left Denmark and invaded Britain, cause of the decline of the Vikings (Edward the Confessor)</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Can make a comparison between British society 42Ad-1066 and modern-day society, for example place names. (Legacy)</p>	<p>Shows knowledge and understanding by describing features of past societies and periods. (Manchester and the industrial revolution)</p> <p>Identifies some achievements, ideas, beliefs, attitudes and experiences of men, women and children from the past. Medicine = Aristole and Plato, Architecture = British Museum, The White House etc</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period, including in their own locality.</p> <p>Describes how some of the past events/people affect life today. For example, comparing and contrasting democracy from Ancient Greece to modern times.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence. (Manchester and the industrial revolution)</p> <p>Describes similarities and differences between some people, events and objects studied. (Benin)</p> <p>Describes how some changes affect life today. Post WW2, Benin achievements.</p> <p>Makes links between some features of past societies; Units of work across key stage 2.</p> <p>Relates democracy within the classroom and wider school area eg school council.</p>

## Historical Interpretation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to make sense of their own life-story and family's history. Children are able to make a timetable of baby to reception (and think about their future) to make sense of their own life. They are also able to talk about, discuss and draw their immediate family.</p> <p>Comment on images of familiar situations in the past. Children look at photos from the past such as beaches, holidays, transport, technology, clothes and belongings and can discuss these using words such as old and new.</p> <p>Compare and contrast characters from stories, including figures from the past. Children are able to discuss characters in books such as the Gruffalo and Gruffalos child and how they have grown and changed over time.</p>	<p>Begins to identify and recount some details from the past from sources (e.g. - Pictures and stories). (Comparing transport in throughout history using videos, and photos.)</p> <p>Begins to understand why people are remembered differently and what they are remembered for.</p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to find out about the past.</p> <p>Understands why some people in the past did things. Motivation of Neil Armstrong or Guy Fawkes.</p>	<p>Begin to express preferences and personal responses to topics being studied and back-them up with evidence / facts. Knows where to find evidence of historical events.</p> <p>Begin to understand why events are significant.</p> <p>Explore the idea that there are different accounts of history.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts. Creation of Danelaw (Viking view vs Alfred the Great), Duke William of Normandy vs Harald Hardrada vs Harold Godwinson.</p> <p>Gives clear reasons why there may be different accounts of history. Conflict therefore contrasting views. Focus on that victors often write the history; Romans, Normans.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others. Alfred the Great, Duke William of Normandy vs Harald Hardrada vs Harold Goodwinson and their claim for the throne.</p>	<p>Gives reasons why there may be different accounts of history. Beginning to discuss why we don't always know what someone or something looked like because no one that was there is alive today. We have to use our interpretation.</p> <p>Deepen their understanding that historical knowledge comes from a range of sources; we have to use a range of sources to make our opinion</p> <p>Know that people represent and interpret events from the past in different ways.</p>	<p>Recognise that some events and people are more significant than others and use evidence to back-up responses.</p> <p>Understand that historical knowledge comes from a range of sources,</p> <p>Make links between historical events, changes and cultures across a range of periods studied. Understands that the past has been represented in different ways by looking at different versions of the same event. Give reasons why some accounts may differ.</p> <p>Key lesson on how wars have changed in how they are being reported.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Be able to identify reliable sources.</p>

## Historical enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Name and describe people who are familiar to them Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them (People who help us)</p> <p>Children can ask questions as a form of historical enquiry to extend their knowledge such as “Do you remember when?” and “is this different?”.</p> <p>Children use primary sources such as artefacts in play and start to understand that some are old and some are new. For example, telephones, cooking equipment.</p> <p>Children use primary sources such as non-fiction texts and photographs – transport, seaside holidays then and now, baby to adult, our families.</p>	<p>Finds answers to simple questions about the past from sources of information (e.g. - pictures, stories) (Key question stems – Who? What? When? Where? Why? How?)</p> <p>Identify different ways the past is represented through different videos, pictures, artefacts.</p> <p>Use a range of sources to answer questions, finding out the information using artefacts, videos and pictures about significant individuals or events.</p>	<p>Explores events, looking carefully at pictures or objects to find information about the past. Fire of London “How do we know...” evidence lesson.</p> <p>Asks and answers questions such as: ‘what was it like for a ....?’, ‘what happened in the past?’, ‘how long ago did .... happen?’, Estimates the ages of people by studying and describing their features –Can link to - Science: growing and changing.</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Investigate own lines of enquiry by posing and answering questions such as: ‘<i>how did people ....?</i>’ ‘<i>What did people do for ....?</i>’ Begins to suggest sources of evidence to use to help answer questions.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past. Throughout children construct their own questions and answer key questions.</p> <p>Chooses reliable sources of evidence to answer questions based on what they have learnt already.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Understands the difference between primary and secondary sources of evidence. Select appropriate evidence to answer a question and recognise that there is often not a single ‘right’ answer to an historical question.</p> <p>Draw conclusions on what happened based on study a range of sources (Ancient Greece or Benin)</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>

## Organisation and communication

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Compare and contrast characters from stories including figures from the past.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Describe objects, people or events from history.</p> <p>Children are able to describe significant events such as remembrance day - Why we have Remembrance Day and Why Poppys are used as a symbol.</p> <p>Talk about how boats, places to stay and clothes at the seaside have changed through the book "Seaside Holidays Then and Now"</p> <p>Use vocabulary in context during conversations with adults and children.</p>	<p>Shows knowledge and understanding about the past in different ways.(e.g. - Role play, drawing, writing, talking).</p> <p>Using artefacts to gather information about the changes over time in topics studied and speak about how they have found out about the past.</p> <p>Describe objects, people or events from history</p> <p>Use a wide vocabulary of everyday historical terms such as last week, yesterday, past, present.</p>	<p>Shows knowledge and understanding about the past in different ways. (e.g. – speaking, writing, ICT). Uses dates and terms.</p> <p>Begins to discuss some ways of presenting information for example Mind maps for topics.</p> <p>Record and present what has been learned by telling stories, drawing, writing and drama</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills.</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately, throughout individual lessons.</p> <p>Chooses appropriate ways to present information to an audience.</p> <p>Key questions, summarising ideas through media including in English lessons where historical texts are studied.</p> <p>Plan and present a self-directed project or research about the period studied.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Uses dates and terms correctly. Throughout lessons.</p> <p>Discusses most appropriate and efficient way to present information, realising that it is for an audience.</p> <p>Uses subject specific words such as civilization, legacy, democracy, oligarchy, elections, philosophy, architecture, suffrage, deity, acropolis</p>	<p>Independently ask and answer clear and accurate questions about the past</p> <p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. – written explanation/tables and charts/labelled diagram). Range of question types allows pupils to demonstrate knowledge and understanding.</p> <p>Makes accurate use of specific dates and terms. For example, Empire, Colonisation, Imperialism, indigenous astronomy, agriculture, engineering, vulcanisation and communications.</p>

They can ask questions using historical language and begin to make sense of the past.

Record and present what has been learned by telling stories, drawing, sequencing and labelling.

Children can retell familiar stories and sequence them (first, next and last).