

Westgate CP School and Nursery Progression of Skills: History



The document below has been designed to show how we will cover all of the relevant history knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic.

EYFS - We have selected the Early Learning Goals that link most closely to the History National Curriculum	
Understanding the World (People and Communities)	Understanding the World (The World)
<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. Children know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. Children talk about the features of their own environment and how environments might vary from one another.

KS1 National Curriculum Expectations	KS2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong]; significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; 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; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; Ancient Greece – a study of Greek life and achievements and their influence on the western world; 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.

Yr	Chronological Awareness	Knowledge and Understanding	Historical Contexts	Organise, Evaluate and Communicate Information
1	<ul style="list-style-type: none"> Use words and phrases such as old, new, new, newest, old, oldest Sequence some events or artefacts in order of time Describe memories and changes that have happened in their own lives Recognise that some objects belonged to the past 	<ul style="list-style-type: none"> Tell the difference between past and present in their own lives and other people's lives Begin to suggest why things (past and present) might be different. Explain how some people have helped us to have better lives Explain what an object from the past might have been used for 	<ul style="list-style-type: none"> Begin to identify and recount some details from the past from pictures and stories. Find answers to simple questions about the past by using source material. Discover about the past through role play/drama. 	<ul style="list-style-type: none"> Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking Ask and answer questions about old and new objects
2	<ul style="list-style-type: none"> Use words and phrases such as past, present, future, modern, before, after and century Recount changes in own life over time. Put 3 people, events or objects in order using a given scale 	<ul style="list-style-type: none"> Use a range of sources to describe differences between then and now Recount main events from a significant time in history Recount the life of someone famous from Britain who lived in the past. Use evidence to explain reasons why people acted in the past as they did 	<ul style="list-style-type: none"> Look carefully at pictures, eye-witness accounts or objects to find information about the past. Ask questions about the source material Say how and why actions in a different time period may vary Research the life of a famous person from the past using different sources of evidence. 	<ul style="list-style-type: none"> Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past. Can answer questions using book and the internet
3	<ul style="list-style-type: none"> Use timelines to place events in order Understand timelines can be divided into BC and AD Use words and phrases: century, decade 	<ul style="list-style-type: none"> Describe events in the past using dates when things happened. Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. Find out how any of the above may have changed. Find similarities and differences between 2 or more periods Suggest reasons for differences 	<ul style="list-style-type: none"> Use a range of source materials including visits to collate information about the past. Identify the difference between fact and fiction. 	<ul style="list-style-type: none"> Present findings about the past using speaking, writing, ICT and drawing skills Use dates and topic related vocabulary accurately. Suggest different ways of presenting information for different purposes. Use research skills to find answers to specific historical questions

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4	<ul style="list-style-type: none"> Name and place dates of significant events of the period on a timeline. Place topics on a timeline showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period. (links to Guided Reading). 	<ul style="list-style-type: none"> Describe features of past societies and periods. (Anglo Saxons and Egyptians) Explain how lives of wealthy and poorer people were different Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. (Anglo Saxons, Egyptians, Rainforest Tribes) Explain how events from the past have shaped our lives today (Anglo Saxon place names, Egyptian legacy) Identify some social, cultural, religious and ethnic diversities of societies studied (Anglo Saxons, Egyptians, Rainforest Tribes) 	<ul style="list-style-type: none"> Explain how historic items and artefacts can be used to help build up a picture from the past Understand the difference between primary and secondary sources Begin to use primary and secondary sources Give reasons why there may be different accounts of history. Ask questions of the source material and suggest sources of evidence from a selection provided 	<ul style="list-style-type: none"> Present findings about the past using speaking, drama, writing, maths, computing and drawing skills. Use dates and subject specific words (such as monarch, settlement, invader) accurately.
5	<ul style="list-style-type: none"> Sequence historical periods on a timeline showing key historical events of lives of significant people Identify changes within and across historical periods (pre-history to the Romans) Use vocabulary relating to specific periods: pre-history, Mesolithic, Neolithic, Stone Age, Iron Age, Bronze Age 	<ul style="list-style-type: none"> Identify some social, cultural, religious and ethnic diversities of societies studied (Stone Age, Romans) Compare 2 or more periods, explaining things which changed and things which stayed the same Give short term cause and consequence of the main events, situations and changes in the period studied. Identify changes and links within and across the time periods studied. 	<ul style="list-style-type: none"> Question reliability of source material and give reasons why something is reliable/not reliable (validity) Realise that there is often more than answer to historical questions and give reasons why there may be different accounts Know that people can represent events or ideas in ways that persuade others (bias and propaganda) 	<ul style="list-style-type: none"> Present detailed finding and giving reference to historical skills being taught in a way that shows an awareness if an audience. Uses dates and terms correctly

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6	<ul style="list-style-type: none"> Use timelines to place events, periods, cultures and people from the past societies and periods in a chronological framework. Summarise main events from a period of history, explaining the order of events and what happened. Use key timelines to demonstrate changes and development in 1 key area. Use words and phrases for movements or times of change: WW2, Maya, Evolution 	<ul style="list-style-type: none"> Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Describe a key event from Britain's past using a range of evidence from different sources. Identify how aspects of life have changed during a time period and give reasons why Describe how some changes impact both on subsequent periods, and, in the long term, on today's society. 	<ul style="list-style-type: none"> Identify and explain propaganda Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary, for a particular task. 	<ul style="list-style-type: none"> Summarise how Britain has had a major influence on the world. Summarise how Britain may have learnt from other countries and civilisations (historically and more recently) Present information in an organised and clearly structured way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagram). Recording reflects the skill being taught and makes accurate use of specific dates and terms.