

West Ashton CE Primary School - History Knowledge and Skills Progression

Theme	EYFS Understanding the World	KS1	Lower KS2	Upper KS2
	Knowledge	Knowledge	Knowledge	Knowledge
Substantive Concepts	Society	Society Settlements – City, Town, Village Invasion - Conflict, Enemy Power – Government, Monarchy, Parliament	Society Settlements – Farm, Village, Town, City Invasion - Conquest, Empire, Frontier, Kingdom, Nationality, Conflict, Peace Power - Government, Emperor, Monarchy Civilisation Religion Law - Freedom, Rights, Slaves, Judge, Punishment	Society Settlements – Village, Estate Invasion - Conflict, War, Enemy, Military, Alliance, Peace, Kingdom, Nationality Power - Government, Democracy, Parliament, Prime Minister, Dictator, Monarchy Civilisation Religion Law – Judge, Punishment
Local History	Knowledge <ul style="list-style-type: none"> 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Knowledge <ul style="list-style-type: none"> Significant historical events, <u>people</u> and places in their own locality. To explore holidays within the locality. 	Knowledge <ul style="list-style-type: none"> A local study – this will be part of a geography and history topic – to study buildings of significance and that should be preserved. 	Knowledge <ul style="list-style-type: none"> Vikings – Battle of Ethundun (Eddington) Impact of WW2 on children locally
British History	Knowledge <ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Talk about past and present events in their own lives and in lives of family members 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. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><i>EYFS focus on learning the language of time and events within their lifetime.</i></p>	Knowledge <ul style="list-style-type: none"> Changes within living memory - used, where appropriate, to reveal changes in national life <p><i>Year 1/2 explore changes within living memory (nationally)</i></p>	Knowledge <ul style="list-style-type: none"> The Roman Empire and its impact on Britain Changes in Britain from the Stone Age to the Iron Age An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 <p><i>Year 3/4 explore changes across Britain beyond living memory</i></p>	Knowledge <ul style="list-style-type: none"> 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 An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 <p><i>Year 5/6 explore an event beyond 1066</i></p>
Global History	Knowledge <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Knowledge <ul style="list-style-type: none"> 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 Events from beyond living memory that are significant nationally or globally <p><i>Year 1/2 explore events beyond living memory including contributions made nationally and globally by individuals</i></p>	Knowledge <p>The achievements of the earliest civilizations; depth study of:</p> <ul style="list-style-type: none"> Ancient Egypt <p><i>Year 3/4 explore the achievements of an early civilisation – Ancient Egypt.</i></p>	Knowledge <ul style="list-style-type: none"> Non-European society that contrasts with British history: <ul style="list-style-type: none"> Mayan civilisation c. 900 AD Ancient Greece – a study of Greek life and achievements and their influence on the western world <p><i>Year 5/6 to explore, compare and contrast a non-European civilisation and British history – Mayan Civilisation; and Ancient Greece</i></p>

	Skills	Skills	Skills	Skills
Chronology	<ul style="list-style-type: none"> use simple words to talk about the passing of time know and recall memories from the past in their live 	<ul style="list-style-type: none"> know and recall memories from the past in their lives sequence events in their lives using photographs and artefacts begin to sequence events from a different time in the past 	<ul style="list-style-type: none"> place times studied on a time line use dates for a time and sequence at 4-5 events use terms related to time and begin to understand BC and AD 	<ul style="list-style-type: none"> know and sequence key events of time studied and place on a timeline make comparisons with different times in the past be able to sequence up to 10 events. use relevant terms and dates in relation to time studied
	Skills	Skills	Skills	Skills
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> talk about past and present events in their own lives and in the lives of family members identify and talk about simple similarities and differences know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> know about everyday lives of people in the past and compare to today increasingly understand why people did things use evidence to reconstruct life from the past, identify key features from the past and look for links to offer explanations for events 	<ul style="list-style-type: none"> know about the cause of great events and the impacts on people increasingly know that views are not always shared by everyone compare life in early and late times studied write explanations of life in the past and use evidence to support own views know key dates and times studied study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)
	Skills	Skills	Skills	Skills
Interpretations of History	<ul style="list-style-type: none"> sequence pictures to show time order. comment on images of familiar situations in the past compare and contrast characters from stories, including figures from the past know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> know the difference between fact and fiction stories compare pictures and photos of a past event compare two versions of the past compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> use books and historical knowledge compare different versions of the same event identify ways the past is represented and look at evidence to begin to evaluate the usefulness of them 	<ul style="list-style-type: none"> compare accounts of events from different sources and begin to offer reasons for different versions of the events know that you can check the accuracy of information and have an awareness that different event scan lead to different conclusions confidently use the library and internet for research
	Skills	Skills	Skills	Skills
Historical Enquiry	<ul style="list-style-type: none"> listen to and recall simple historical stories understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> find answers to simple questions about the past from photos, artefacts and video clips observe and handle sources to ask and answer questions about the past based on observation 	<ul style="list-style-type: none"> use a range of sources to find out and build a picture of the past begin to make use of library and the internet for research observe small details and select relevant material to present a picture of life in the time studied 	<ul style="list-style-type: none"> select and use a range of relevant sections of information from a mix of sources begin to suggest omissions in information and know where to find out the missing information increasingly recognise primary and secondary sources of information and use evidence to build a picture of the past
	Opportunities to extend historical knowledge	Opportunities to extend historical knowledge	Opportunities to extend historical knowledge	Opportunities to extend historical knowledge
	This will arise through a variety of learning opportunities e.g. Remembrance Sunday Guy Fawkes, Christmas - family traditions, Fairytales	This will arise through a variety of learning opportunities e.g. Remembrance Sunday, Guy Fawkes, Christmas - family traditions, English: Study of Samuel Peeps' Diary, Non-Chronological Reports about local heroes, Great Inventions – Newspaper report about first flight.	This will arise through a variety of learning opportunities e.g. Remembrance Sunday, Guy Fawkes, Christmas - family traditions, News events English: Study of Cinderella of the Nile, Stone Age Boy, Stig of the Dump, Non-Chronological Report, Newspaper, Diary entry Geography: Using maps, atlases and other sources to study the geography of Egypt , Science: Rocks and Soil – local area study of buildings (old)	This will arise through a variety of learning opportunities e.g. Remembrance Sunday, Guy Fawkes, Christmas - family traditions Whole class reading/ reading comprehension (non-fiction) English: Beowolf