



Westhouses Primary School: History Progression Document



Progression of historical knowledge and skills:

The national curriculum subject content requirements are presented in Key Stages. The history national curriculum also has a key list of aims that must be considered when planning a history curriculum. The key knowledge outlined here are therefore presented in national curriculum themes enabling staff to make choices as to when they are taught, so that knowledge and skills build on what has been taught before (sticky learning).

Early Years Foundation Stage (EYFS):

By the end of Reception, children should know...	
Understanding the World	
Past and Present ELG	People, Cultures and Communities ELG
<i>Children at the expected level of development will:</i> <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;	<i>Children at the expected level of development will:</i> <ul style="list-style-type: none">- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
<ul style="list-style-type: none">• Talk about family members who are important to them.• Talk about the jobs of people in the community today and in the past.• Talk about buildings and objects nearby and explore how/why they were built.• Observe transport and how it is used. Consider whether it has always been here.• Know about different types of holidays we can go on.• Compare some of my experiences to my siblings, parents and grandparents.	<ul style="list-style-type: none">• Talk about things that are in the local area and when they may have been made.• Talk about how our school has changed while we have been in reception and begin to think about further in the past.• Look at pictures of Westhouses from the past and pictures from today to find things that are the same and things that are different.

By the end of EYFS, children should have the skills to...			
	Chronological Knowledge	Historical Enquiry	Interpretation and History
Year R	<ul style="list-style-type: none"> • Identify similarities and differences between my own life and my siblings/parents, • Remember parts of stories about the past • Use words to show the passing of time: today, yesterday, last week, last year... 	<ul style="list-style-type: none"> • Ask simple questions about the past • Observe and handle evidence and be inquisitive. 	<ul style="list-style-type: none"> • Begin to identify and recount historic details from the past from sources, e.g. Verbal stories.

Key Stage 1:

By the end of KS1, children should know...			
Within living memory	Beyond living memory	Lives of significant people	Local history
<i>NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<i>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]</i>	<i>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</i>	<i>significant historical events, people and places in their own locality</i>
<ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own • Know that the holidays people took in the past were sometimes different to the ones we can take today • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents 	<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know that children's lives today are different to those of children a long time ago 	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous • Know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> • Know the name of a famous person, or a famous place, close to where they live • Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

By the end of KS1, children should have the skills to...

	Chronological Knowledge	Historical Enquiry	Interpretation and History
Year 1	<ul style="list-style-type: none"> • Identify similarities and differences between periods • Remember parts of stories and memories about the past • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after 	<ul style="list-style-type: none"> • Respond to simple questions about the past • Observe and handle evidence to ask simple questions about the past 	<ul style="list-style-type: none"> • Begin to identify and recount historic details from the past from sources, e.g. pictures/stories
Year 2	<ul style="list-style-type: none"> • Sequence people and events, for example on a family tree and on a timeline • Order dates from earliest to latest on simple timelines • Sequence pictures from different periods • Describe memories and changes that have happened in their own lives • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time 	<ul style="list-style-type: none"> • Look carefully at pictures and objects to find information • Find answers and responds to simple questions about the past • Choose and select evidence and say how it can be used to find out about the past 	<ul style="list-style-type: none"> • Recount historic details from eye-witness accounts, photos and artefacts

Key Stage 2:

Just as in Key Stage 1, the national curriculum requirements for Years 3 to 6 are presented as one Key Stage. The key knowledge outlined here are therefore presented in national curriculum themes enabling us to make choices as to when they are taught.

By the end of KS2, children should know...

Changes in Britain between the beginning of the Stone Age to 1066, to include:

- The Stone, Bronze and Iron ages
- The Roman occupation
- Anglo-Saxons and Vikings

Stone Age to Iron Age	Romans	Saxons	Vikings
<ul style="list-style-type: none">• Know how Britain changed between the beginning of the Stone Age and the Iron Age• Know the main differences between the Stone, Bronze and Iron ages• Know what is meant by 'hunter-gatherers'	<ul style="list-style-type: none">• Know how Britain changed from the iron age to the end of the Roman occupation• Know how the Roman occupation of Britain helped to advance British society• Know how there was resistance to the Roman occupation and know about Boudica• Know about at least one famous Roman emperor, e.g. Claudius, Hadrian, Septimius Severus	<ul style="list-style-type: none">• Know how Britain changed between the end of the Roman occupation and 1066• Know how the Anglo-Saxons attempted to bring about law and order into the country• Know that during the Anglo-Saxon period Britain was divided into many kingdoms• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today• Use a timeline to show when the Anglo-Saxons were in England	<ul style="list-style-type: none">• Know where the Vikings originated from and show this on a map• Know that the Vikings and Anglo-Saxons were often in conflict• Know why the Vikings frequently won battles with the Anglo-Saxons
Beyond 1066		Ancient Greeks	
<i>An aspect of theme that takes pupils beyond 1066</i>		<i>Greek life and influence on the Western world</i>	
<ul style="list-style-type: none">• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history (medicine and its developments)• Know how to place historical events and people from the past societies and periods in a chronological framework		<ul style="list-style-type: none">• Know some of the main characteristics of the Athenians and the Spartans• Know about and talk about the struggle between the Athenians and the Spartans• Know about the influence the gods had on Ancient Greece	

<ul style="list-style-type: none"> • Know how Britain has had a major influence on the world 	<ul style="list-style-type: none"> • Know about the link between the Ancient Greeks and the modern Olympics • Know at least five sports from the Ancient Greek Olympics
Ancient Civilisations Depth Study	Non-European civilizations from 1000 years ago
<p><i>An overview each of and then choose one to look at in depth:</i></p> <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty 	<p><i>A study of a non-European civilization from around 900AD, Choose one of:</i></p> <ul style="list-style-type: none"> • Mayans • Islamic Civilizations (including Baghdad) • Benin Civilization
<ul style="list-style-type: none"> • Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either Ancient Egypt 	<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization • Know why they were considered an advanced society in relation to that period of time in Europe
Local history	
<p>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>	
<ul style="list-style-type: none"> • Know about a period of history that has strong connections to their locality and understand the issues associated with the period (Eyam Plague and Railways/Mining) • Know how the lives of wealthy people were different from the lives of poorer people during this time 	

By the end of KS2, children should have the skills to...

	Chronological Knowledge	Historical Enquiry	Interpretation and History
Year 3	<ul style="list-style-type: none"> • Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time • Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<ul style="list-style-type: none"> • Use a variety of sources to collect information about the past • Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past 	<ul style="list-style-type: none"> • Start to compare two versions of a past event • Observe and use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past
Year 4	<ul style="list-style-type: none"> • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart • Knows how to use the timeline in relation to the unit being studied • Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use words and phrases: century, decade 	<ul style="list-style-type: none"> • Know the difference between primary and secondary sources of evidence • Use a range of sources to collect information about the past • Construct informed responses about one aspect of life 	<ul style="list-style-type: none"> • Look at more than two versions of the same event or story in history and identify differences • Investigate different accounts of historical events and explain some of the reasons why the accounts may be different

Year 5

- Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- Accurately use dates and terms to describe historical events
- Know and describe in some detail the main changes to an aspect in a period of history being studied
- Know how some historical events/periods occurred concurrently in different locations, e.g. Bronze Age Britain and Ancient Egypt

- Recognise when they are using primary and secondary sources of information to investigate the past
- Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Investigate own lines of enquiry by posing historically valid questions to answer
- Recognise when they are using primary and secondary sources of information to investigate the past
- Use a wide range of different evidence to collect evidence about the past

- Find and analyses a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past
- Realise that there is often not a single answer to historical questions

Year 6

- Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- Use timelines to place events, periods and cultural movements from around the world
- Use timelines to demonstrate changes and developments in culture, technology, religion and society
- Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians and today
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
- The date of any significant event studied from the past and place it correctly on a timeline

- Recognise when they are using primary and secondary sources of information to investigate the past and explain their strengths and limitations
- Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites and relate this to the reliability of information
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- Investigate own lines of enquiry by posing historically valid questions to answer
- Recognise when they are using primary and secondary sources of information to investigate the past
- Use a wide range of different evidence to collect evidence about the past

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Consider different ways of checking the accuracy of interpretations of the past
- Start to know the difference between primary and secondary evidence and the impact of this on reliability
- Show an awareness of the concept of propaganda
- Know that people in the past represent events or ideas in a way that may be used to persuade others
- Begin to evaluate the usefulness of different sources
- Form own opinions about historical events from a range of sources