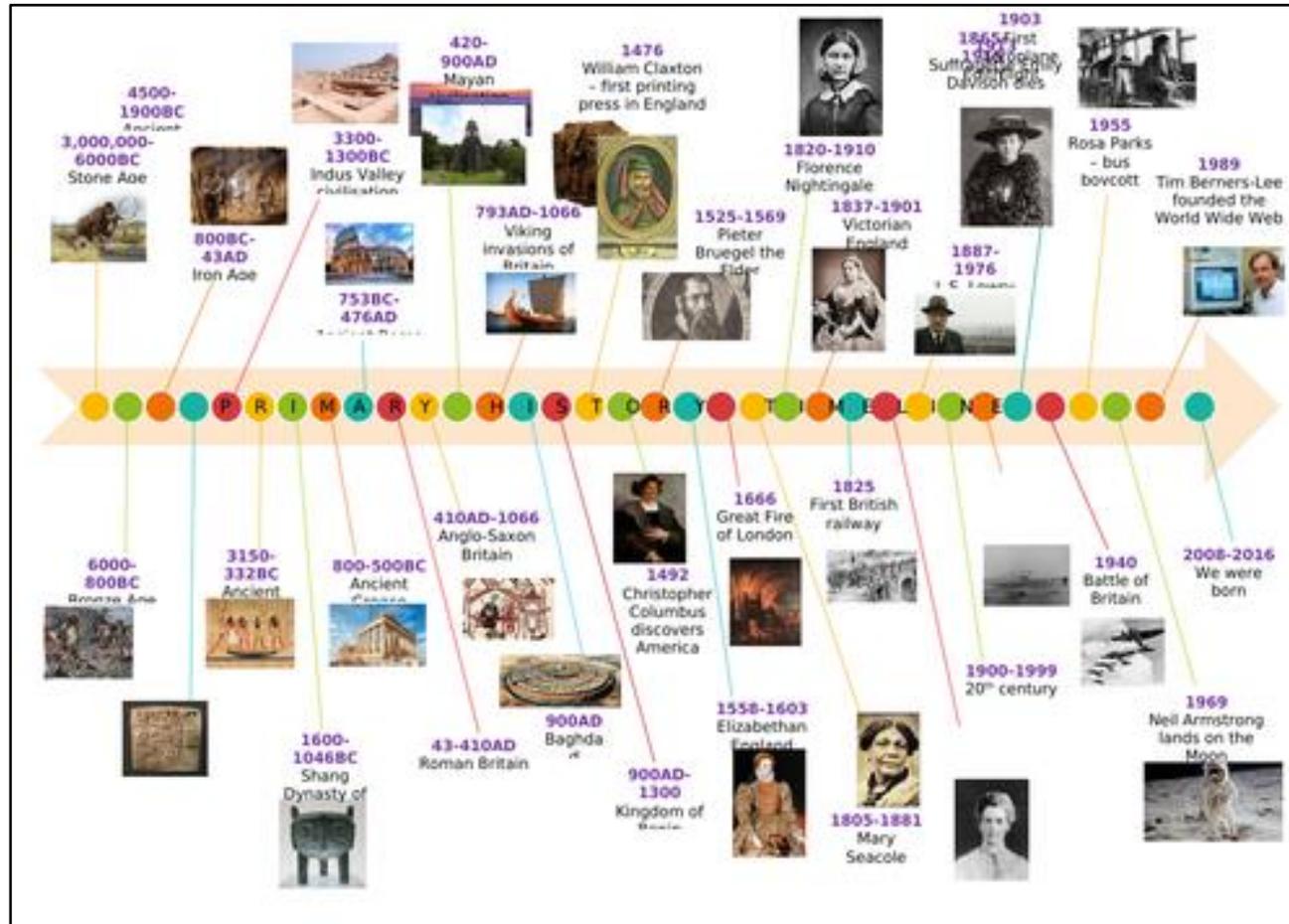


Westfield Primary School

Progression of Knowledge and Skills for History



KNOWLEDGE

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology of British, local and world history	<p>Comment on images of familiar situations in the past.</p> <p><i>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</i></p>	<p>To sequence artefacts and events that are close together in time.</p> <p>To order dates from earliest to latest on simple timelines.</p> <p>To sequence pictures from different periods.</p>	<p>To be able to recount the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To 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.</p> <p>To be able to use past and present to order events in chronological order on a timeline.</p>	<p>To understand that the past is divided into differently named periods of history and explore where and when the first civilisations begin.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>To define and understand the scale of human prehistory.</p>	<p>To plot historical events on a timeline using centuries.</p> <p>To place periods of history on a timeline showing periods of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Independently place historical events or change on a timeline remembering key facts from a period of history studied.</p> <p>Order significant events, movements and dates on a timeline.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2</p> <p>Show an awareness of how a chosen Ancient civilisation fitted into a wider chronological pattern of other civilisations and periods.</p> <p>Order significant events, movements and dates on a timeline.</p> <p style="text-align: right;">+</p>

<p>Historical Interpretation</p>	<p><i>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</i></p> <p><i>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i></p>	<p>Start to compare two versions of a past event.</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.</p> <p>I can tell you a few ways how the past has been presented or described.</p>	<p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>To identify the ways in which life was different in the past.</p>	<p>To look at more than two versions of the same event or story in history and identify differences.</p> <p>To explore trade in early civilisations.</p> <p>To explain how life was similar and different to each other in early civilisations.</p>	<p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>To find and analyse a wide range of evidence about the past.</p> <p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>To show an awareness of the concept of propaganda.</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others.</p>
<p>Change over time</p>	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Comment on images of familiar situations in the past</p>	<p>To recognise some similarities and differences between the past and the present.</p> <p>To know and recount episodes from stories and significant events in history.</p>	<p>Changes within living memory (including aspects of change in national life).</p> <p>To identify similarities and differences between ways of life in different time periods.</p>	<p>To find out about the everyday lives of people in time studied compared with our life today.</p> <p>To identify key features, aspects and events of the time studied.</p> <p>To describe connections and</p>	<p>To note key changes over a period of time and be able to give reasons for those changes.</p> <p>To explain how people and events in the past have influenced life today.</p> <p>To understand that continuity and</p>	<p>To evaluate the changing rights of women and establish whether or not we have gender equality today.</p> <p>To know how modern-day life has been influenced by ancient civilisations.</p>	<p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>

	<i>Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</i>	I can ask and answer questions by choosing and using parts of stories and artefacts to show I know and understand key features of events.	To understand that there are reasons why people in the past acted as they did.	contrasts between aspects of history, people, events and artefacts studied	change occurs over time, adding evidence and dates to timelines to represent this.	Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Examine causes and results of great events and the impact these had on people in Great Britain.
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SKILLS							
	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Investigation and questions	Begin to make sense of their own life-story and family's history. <i>Spend time with children talking about photos and memories.</i>	Understand some of the ways that we find out about the past by using sources and artefacts. Begin to use sources to identify some details and answer	To recognise that information can be represented in different ways / sources. Use artefacts, pictures, stories and	Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.	Explain why we should use more than one source of evidence to study an event. Independently suggest sources of information and	To recognise when they are using primary and secondary sources of information to investigate the past. To address historically valid	Begin to understand the concept of propaganda, know that people (now and in the past) represent events in ways that persuade others.

		<p>some simple questions.</p> <p>Look at objects from the past to observe and ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<p>online sources to find out about the past.</p> <p>Ask and answer questions based on sources (artefacts and pictures).</p> <p>Be able to choose and select evidence and say how it can be used to find out about the past.</p>	<p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Refer to more than one source of evidence for a more accurate understanding of events.</p> <p>Recognise the difference between primary and secondary evidence.</p> <p>Devise historic questions about change and cause.</p>	<p>begin to undertake their own research.</p> <p>Explore all available evidence to form their own opinion on an historical event.</p> <p>Regularly address and sometimes devise own questions to find answers about the past, using appropriate vocabulary.</p>	<p>questions and construct detailed, informed responses.</p> <p>Select reliable sources of evidence and information to answer questions about the past.</p> <p>Appreciate that there is not always a single answer to historical questions.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer about significance.</p>	<p>Select suitable sources of evidence giving reasons for their choice.</p> <p>To use a wide range of different evidence 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.</p> <p>Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied within Britain and the wider World.</p> <p>Evaluate usefulness and accuracy of different sources of evidence.</p> <p>I can understand the difficulty of making conclusions about</p>
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							the past using only material remains.
Cause and Consequence	<i>Encourage children to retell what their parents told them about their life-story and family.</i>	<p>To investigate the cause of an event and give a reason why people in the past acted as they did.</p> <p>Can explain why a person is significant.</p> <p>To compare aspects of my life to a child's life in the past.</p> <p>I can tell you about a time before I was born using phrases from the past.</p>	<p>Give reasons why people in the past acted the way that they did.</p> <p>Give more than one cause for an event.</p>	<p>To suggest reasons why key areas such as writing systems, trade, mathematical systems, architecture and technology have been developed over time.</p> <p>To provide a reason why two accounts of the same event may differ.</p>	Explore main events and changes in history giving causes and consequences.	Discuss and explain why one event led to another.	<p>Describe causes and consequences of main events and situations and changes in the periods studied.</p> <p>I can identify ways in which the lives of British people had been affected by the outbreak of the Second World War and in 1945.</p> <p>I can understand why British people wanted significant changes in the way Britain was governed at the end of the Second World War.</p>
Making Connections		Give a plausible explanation about	Answer questions using a specific	Describe connections between people, objects and events	Describe how some past events and	Show awareness of social, cultural, religious and ethnic diversities studied in	Understand that some evidence is propaganda, opinion

		<p>what an object was used for in the past.</p> <p>Spot old and new objects in a picture</p>	<p>source. e.g information book.</p>	<p>over time.</p> <p>To explain how the developments of the earliest civilisations have impacted my life.</p> <p>To compare the developments of early Britain to what was happening in other early civilisations.</p>	<p>people affect life today.</p> <p>Understand that people have different perspectives.</p>	<p>Britain and the wider World.</p> <p>Relate current studies to previous learning and make comparisons between different times in history.</p>	<p>or misinformation and that this affects interpretations of history.</p> <p>Understand the legacy / impact of different time periods for themselves and their identity.</p> <p>Empathetically under-stand different per-spectives.</p>
Recording	Photographs. Observations recorded by adults.	Retell a story or significant event from their own past	Show increased knowledge and understanding of events beyond living memory through simple recording using text and drawings	Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people	Choose the best way to record a range of historical information giving reasons for their choice	Select, organise and record relevant information from a range of sources to produce well structured narratives, descriptions and explanations.	Select, organise, summarise and present relevant information, from a wide range of sources in the most effective way for a given purpose.