



Westfield Primary School- History Skills Progress

By the end of 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- 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
- 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
- A local history study



Westfield Primary School- History Skills Progress

Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about Me Family Pets Friends Change – seasonal change/Autumn	Space Autumn Bonfire Night Remembrance Sunday Christmas stories – Nativity, Stick Man Christmas around the world	Fairy Tales Winter Chinese New Year Heroes and villains – real life heroes (people who help us) Valentine's day	Farms Eggs and chicks Easter Growing up Seasonal change/Spring	Going Wild! Hot places Planting - sunflowers/Spring Wild animals and their habitats	Mad about Minibeasts Life cycles – Frog/butterfly/plant/sunflowers Minibeast habitats Painshill Park visit
Skills	Learning about the world they live in and what it is like				
	Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and Traditions.				
	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.					
	Year 1			Year 2	
Topics to cover	Beyond living memory 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] - dinosaurs			Within living memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life- Toys now and then, Schools now and then	



Westfield Primary School- History Skills Progress

	<p>Lives of significant people - Kings and Queens 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</p> <p>Local History Significant historical events, people and places in their own locality</p>		<p>Lives of significant people 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- Guy Fawkes, Mary Seacole</p> <p>Local History Significant historical events, people and places in their own locality</p> <p>Topics ideas - Guy Fawkes, Neil Armstrong, Amelia Earhart, King and Queens, Great Fire of London, Beside the sea past and present.</p>	
Organisation and communications	<p>Pupils are able to demonstrate their knowledge and understanding through</p> <ul style="list-style-type: none"> • Discussions • Drama/role play • Cross-curricular writing • Drawing pictures (art) • Creating models • Using ICT 		<p>Pupils are able to demonstrate their knowledge and understanding through</p> <ul style="list-style-type: none"> • Discussions • Drama/role play • Cross-curricular writing • Drawing pictures (art) • Creating models • Using ICT 	
	Year 3	Year 4	Year 5	Year 6
Time periods to be studied	<ul style="list-style-type: none"> • Ancient Egyptians • Tudors 	<ul style="list-style-type: none"> • Stone Age • The Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> • Anglo Saxons- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Vikings • Significant Victorian Individuals • Space-Neil Armstrong - Spacecraft- transport through the ages 	<ul style="list-style-type: none"> • Mayans and Ancient Greece • Canal boats / cable cars - transport through the ages



Westfield Primary School- History Skills Progress

Chronological understanding	<ul style="list-style-type: none">Place the time studied on a time line.Use dates and terms related to the study unit and passing of time.	<ul style="list-style-type: none">Sequence several events or artefacts.Understand terms such as BC and AD	<ul style="list-style-type: none">Know and sequence key events of time studied.Use relevant terms and period labels.Make comparisons between different times in the past.	<ul style="list-style-type: none">Place current study on time line in relation to other studies.Use relevant dates and terms.Sequence up to 10 events on a time line.
Historical Knowledge	<ul style="list-style-type: none">Find out about everyday lives of people in time studied.Compare with our life today.Identify reasons for and results of people's actions.Understand why people may have wanted to do something.	<ul style="list-style-type: none">Use evidence to reconstruct life in time studiedIdentify key features and events of time studied.Look for links and effects in time studied.Offer a reasonable explanation for some events.	<ul style="list-style-type: none">Study different aspects of different people.Examine caused and results of great events and the impact on people.Compare life in early and late times studied.Compare an aspect of life with the same aspect in another period.	<ul style="list-style-type: none">Find out about beliefs and characteristics of people, recognising that not everyone shares the same views and feelings.Compare beliefs and behaviour with another time studiedWrite another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characteristics and events of time studied.



Westfield Primary School- History Skills Progress

Historical enquiry	<ul style="list-style-type: none"> • Use a range of sources to find out about a period in time. • Observe small details - artefacts, pictures. • Select and record information relevant to the study. • Begin to use the library and internet for research. 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety of questions. • Use the library and internet for research. 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for research with increasing confidence. • Use the library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathered from several sources together in a fluent account.
Similarities and differences	<ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual. 	<ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual and give reasons as to why this might be. 	<ul style="list-style-type: none"> • Show understanding of some of the similarities and differences between different periods e.g social, belief, local and individual 	<ul style="list-style-type: none"> • Show understanding of some of the similarities and differences between different periods e.g social, belief, local and individual to explain in detail
Interpretations of History	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. 	<ul style="list-style-type: none"> • Look at evidence available. • Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources- fact or fictions. • Offer some reasons for 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived. • Consider ways of checking



Westfield Primary School- History Skills Progress

	<ul style="list-style-type: none"> Distinguish between different sources- compare different versions of the same story. Look at representations of the period - museum, cartoons etc 	<ul style="list-style-type: none"> Use textbooks and historical knowledge. 	<p>different versions of events.</p>	<p>the accuracy of interpretations.</p> <ul style="list-style-type: none"> Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Causes and consequences	<ul style="list-style-type: none"> Identify some of the results of historical events, situations and changes. 	<ul style="list-style-type: none"> Identify and give reason for historical events, situations and changes 	<ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted as they did. 	<ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted as they did and give evidence to support
Significance	<ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations. 	<ul style="list-style-type: none"> Identify and describe historically significant people and events in situations and explain why they are significant 	<ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others. 	<ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others and give evidence to support
Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making model Writing. Using ICT 	<ul style="list-style-type: none"> Recall, select and organise historical information. Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms and give evidence to support