



# Westleigh Methodist Primary School

## History Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



### Early Years Foundation Stage Statutory Framework/ Early Learning Goals

#### Educational Programme

##### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

##### Early Learning Goals – Understanding the World

###### ELG: Past and Present

- 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.

### National Curriculum

#### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## **Subject Content**

### **Key Stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

#### **Pupils should be taught about:**

- 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, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

### **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 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

	2 – 3 years	3-4 years	Reception	KS1	LKS2	UKS2
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history</li> <li>• Show interest in different occupations</li> <li>• Know we can find out about our own past and those of our family from</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class.</li> <li>• Understand the past through</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> </ul>

	<p>figures from the past</p>	<p>talking to people.</p> <ul style="list-style-type: none"> <li>• Know photographs help to capture the past.</li> <li>• To notice changes in the nursery learning environment. (Indoors and out)</li> </ul>	<p>settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> <li>• Compare two items and say which are old and new.</li> <li>•</li> </ul>	<p>happened? How long ago?</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<p>enquiry in order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<p><b>To build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including</li> </ul>	<ul style="list-style-type: none"> <li>• Know photographs help to capture the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from Anglo-Saxon</li> </ul>

	<p>figures from the past</p>		<p>experience and what has been read in class.</p>	<p>why people in the past acted the way they did.</p> <ul style="list-style-type: none"> <li>• Compare aspects of life in different time periods.</li> </ul>	<p>life in Britain from Stone Age Britain to Roman Britain.</p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>Britain to World War 2.</p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<p><b>To understand chronology</b></p>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>• To place themselves and family on a family tree. To start to place everyday events on a timeline , with</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present,</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, economic, military,</li> </ul>

			<p>support, using language such as first, next, then.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>older and newer.</p> <ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<p>representing this, along with evidence, on a time line.</p> <p>Use dates and terms to describe events.</p>	<p>technological and cultural).</p> <ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<p><b>To communicate historically</b></p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Know we can find out about our own past and those of our family from talking to people.</li> <li>• Know we can find out about our own past and those of our family from</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Describe historical</li> </ul>	<p>Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a</li> </ul>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Change</li> <li>• Chronology</li> </ul> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• Time period</li> <li>• Era</li> <li>• Chronology</li> <li>• Continuity</li> <li>• Change</li> <li>• Century</li> <li>• Decade</li> <li>• Legacy</li> </ul>

		<p>talking to people.</p>	<p>events in some detail.</p> <ul style="list-style-type: none"> <li>• Use the words: past and old.</li> </ul>	<p>nation's history, including showing an understanding of aspects of change in national life.</p> <ul style="list-style-type: none"> <li>• Show an understanding of concepts such as monarchy, parliament, democracy and war and peace.</li> </ul>	<p>information about the past.</p> <ul style="list-style-type: none"> <li>• Show an understanding of concepts such as civilisation, empire, peasantry, monarchy, democracy and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> <li>• Show an understanding of concepts such as civilisation, empire, peasantry, monarchy, parliament, democracy and war and peace.</li> </ul>
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**Support**

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> <li>• Recognise self and other people in pictures of the recent past.</li> </ul>	<ul style="list-style-type: none"> <li>• Show appreciation of taking part in past events.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and make comments about familiar people in pictures of the</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to communicate some distinctions between the</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate if personal events and objects belong in the past or present.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about past and present events in their own life and of family members.</li> </ul>

<ul style="list-style-type: none"> <li>• Link the passage of time with a variety of indicators.</li> <li>• Use single words, signs or symbols to confirm the function of everyday items from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to familiar stories about the past.</li> <li>• Begin to communicate about activities and events in the past.</li> <li>• With prompts or support, answer simple questions about historical artefacts and buildings.</li> </ul>	<p>more distant past.</p> <ul style="list-style-type: none"> <li>• Communicate some obvious distinctions between past and present experiences.</li> </ul>	<p>past and present in other people's lives as well as their own.</p> <ul style="list-style-type: none"> <li>• Listen to stories about people and events in the past.</li> <li>• Sort objects to given criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use some common words, signs or symbols to indicate the passing of time.</li> <li>• Recount episodes from own past and some details from other historical events with prompts.</li> <li>• Answer simple questions about historical stories and artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use everyday language related to time.</li> </ul>
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### **Challenge (Years 7, 8 and 9)**

<b>Using evidence to find out about the past</b>	<b>Building an overview of world history</b>	<b>Understanding chronology</b>	<b>Communicating historically</b>
<ul style="list-style-type: none"> <li>• Sift evidence and select appropriate sources.</li> <li>• Understand the need to use a range of information from a wide variety of sources.</li> <li>• Evaluate the reliability of sources.</li> <li>• Create and test hypotheses, using evidence to make claims.</li> </ul>	<ul style="list-style-type: none"> <li>• Build upon a growing knowledge about the significant people and events that have shaped our nation and the world.</li> <li>• Look at history from different cultural perspectives.</li> <li>• Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the changes within and between time periods.</li> <li>• Understand how some changes take centuries whilst others are more rapid and give examples with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Become fluent in the use of historical vocabulary and techniques.</li> </ul>