

West Ashton CE Primary School - History Knowledge and Skills Progression 2023-2025

Theme	EYFS Understanding the World	KS1	Lower KS2	Upper KS2
Substantive Concepts	Knowledge	Knowledge	Knowledge	Knowledge
	Achievements and follies of mankind	Power -monarchy, government and empire Achievements and follies of mankind	Power – monarchy, government, empire Invasion, settlement and migration Civilisation (social and cultural) Trade Beliefs Achievements and follies of mankind	Power – monarchy, government, empire Invasion, settlement and migration Beliefs Civilisation (social and cultural) Trade Achievements and follies of mankind
Local History	Knowledge	Knowledge	Knowledge	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. 	<ul style="list-style-type: none"> Significant historical events, <u>people</u> and places in their own locality. To explore holidays within the locality. 	<ul style="list-style-type: none"> A local study – Victorian school, Stonehenge 	<ul style="list-style-type: none"> Vikings – Battle of Ethundun (Eddington) Impact of WW2 on children locally
British History	Knowledge	Knowledge	Knowledge	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>	<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>	<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>	<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	Knowledge	Knowledge	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. 	<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>	<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>	<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 Sequencing up to four artefacts on a timeline. Sequencing up to six photographs, focusing on the intervals between events. Sequencing up to six events on a timeline. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after) 	<ul style="list-style-type: none"> Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline. 	<ul style="list-style-type: none"> Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Putting dates in the correct century. Using the terms AD and BC in their work. Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past.
	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 and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge
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"> Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from artefacts, photographs and written sources. To know that the past can be represented in photographs. To know that the past is represented in different ways 	<ul style="list-style-type: none"> Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past To know that assumptions made by historians can change in the light of new evidence. 	<ul style="list-style-type: none"> Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence creates different conclusions. Evaluating the interpretations made by historians. To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.
	Skills	Skills	Skills	Skills
Historical Enquiry Posing historical questions	<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"> Asking questions about sources of evidence (e.g. artefacts). Asking a range of questions about stories, events and people. 	<ul style="list-style-type: none"> Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. 	<ul style="list-style-type: none"> Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research.

		<ul style="list-style-type: none"> Understanding the importance of historically-valid questions. 	<ul style="list-style-type: none"> Asking questions about the main features of everyday life in periods studied, e.g. how did people live. Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence. 	<ul style="list-style-type: none"> Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others
Gathering, organising and evaluating evidence		<ul style="list-style-type: none"> Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source 	<ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources. 	<ul style="list-style-type: none"> Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
Interpreting findings, analysing and making connections		<ul style="list-style-type: none"> Interpreting evidence by making simple deductions Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers 	<ul style="list-style-type: none"> Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?" 	<ul style="list-style-type: none"> Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, drawing contrasts and analysing within a period and across time. Beginning to interpret simple statistical sources.
Evaluating and drawing conclusions		<ul style="list-style-type: none"> Making simple conclusions about a question using evidence to support. 	<ul style="list-style-type: none"> Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today. 	<ul style="list-style-type: none"> Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.
Communicating findings		<ul style="list-style-type: none"> Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing our writing. 	<ul style="list-style-type: none"> Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today. 	<ul style="list-style-type: none"> Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.
	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	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

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