

## Progression of Skills at Whittlefield Primary School



Subject: History	By the end of KS1	By the end of LKS2	By the end of UKS2
British history	<ul style="list-style-type: none"> <li>• To find out about changes within living memory (<i>linked to aspects of change in national life</i>)</li> <li>• To know about significant national events beyond living memory (<i>e.g. Great Fire of London</i>)</li> <li>• To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements - <i>scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To know about changes in Britain from the Stone Age to the Iron Age. (<i>e.g. bronze age religion – Stonehenge</i>) y3</li> <li>• To study the Roman Empire and its impact on Britain y4</li> <li>• To carry out a depth study of an aspect of the local history or how a locality has changed over time (<i>beyond 1066</i>) y4</li> </ul>	<ul style="list-style-type: none"> <li>• To have knowledge of Britain's settlement by Anglo-Saxons and Scots (<i>e.g. Anglo Saxon invasions, settlements, kingdoms, art and culture</i>) y5</li> <li>• To study an aspect or theme in British history beyond 1066. (<i>e.g. WWII</i>)</li> </ul>
World history	<ul style="list-style-type: none"> <li>• To know about events beyond living memory globally (<i>e.g. first aeroplane flight</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• To know about the achievements of early civilizations <i>e.g. Ancient Egypt, The Indus Valley</i> y3</li> </ul>	<ul style="list-style-type: none"> <li>• To study one contrasting non-European society <i>e.g. Mayan civilization</i> year 5</li> </ul>



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<p><b>Chronology</b></p>	<ul style="list-style-type: none"> <li>To place events and artefacts in order on a time line.</li> <li>To label time lines with words or phrases such as: past, present, older and newer.</li> <li>To recount changes that have occurred in their own lives.</li> <li>To use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>To study Ancient Greece and their influence on the western world y4</li> <li>To place events, artefacts and historical figures on a time line using dates.</li> <li>To understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>To use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>To identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>To use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate historically</b></p>	<ul style="list-style-type: none"> <li>To 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.</li> <li>To show an understanding of the concept of nation and a nation's history.</li> <li>To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>To use literacy, numeracy and computing skills in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate historical vocabulary to communicate, including:             <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> </li> <li>To use literacy, numeracy and computing skills to a good standard in order to</li> </ul>

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			<p>communicate information about the past.</p> <ul style="list-style-type: none"><li>• To use original ways to present information and ideas.</li></ul>
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### **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. **History 190**



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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

### **Examples (non-statutory)**

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture