

## West Green Primary School History Progression

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.

Year Group	National Curriculum	Progression Guidance (Skills)	Example Learning Activities
Year 1	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	<p><b>Questioning, Listening, Working together, Focusing</b></p> <p><u>Explain events in historical context – say why and when things happened.</u></p> <p>Similarities and Differences – Identify what is the same and what is different about then and now.</p> <p><u>Understand and use chronological order, both in writing and visually</u></p> <p>(Use of timelines) Sequence events in chronological order. (Visual timetable) (X with English) – Time connectives - Use “before” and “after” in their sentences. Introduce “chronological” as a word.</p> <p><u>Be able to draw information from a wide variety of sources –</u></p> <p>Sources: Pictorial, Artefacts, Verbal information, Mostly secondary sources.</p>	<p><u>Explain events in historical context – say why and when things happened.</u></p> <p>Writing sentences using Then and Now – looking at Victorian, 1970’s and Crawley now.</p> <p>Lifetime of a trainee knight. Castle life and home life now.</p> <p><u>Understand and use chronological order, both in writing and visually</u></p> <p>Ordering events – Crawley over time. Child’s own timeline.</p> <p><u>Be able to draw information from a wide variety of sources –</u></p> <p>Looking at pictures of locations Discussion/writing based. Artefact box from Crawley library. West Sussex local history resources Visit of Sir Teach-a-lot</p>

<p>Year 2</p>	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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 significant historical events, people and places in their own locality.</li> </ul>	<p><b>Reasoning, Making Links, Imitation, (+ previous skills)</b></p> <p><u>Explain events in historical context – say why and when things happened.</u> Using because in historical sentences – X with English for connectives.</p> <p><u>Understand and use chronological order, both in writing and visually (Use of timelines)</u> Timelines – Events beyond the school day. Days of the week, what happens on those days. Lifetimes Sequencing events – With years, not months or days. Family Trees</p> <p><u>Be able to draw information from a wide variety of sources –</u> Using evidence in answers to questions. Sources: Pictorial, Artefacts, Verbal information, Videos Mostly secondary sources.</p>	<p><u>Be able to draw information from a wide variety of sources –</u> Class discussion/Artefact showcase – Victorian toys and games Writing sentences with because about the above.</p> <p><u>Explain events in historical context – say why and when things happened.</u> Writing about Victorian life and explaining. Then.... Because... Now... Because... Link to Chimney Child and Dr Barnardo</p> <p><u>Understand and use chronological order, both in writing and visually</u> Family Trees Lifetimes – Queen Victoria Simple Recount – Preston Manor, Diary of Maggie (<b>Higher Attaining</b> to potentially use comparisons between themselves and children in Victorian era.)</p>
---------------	--	--	--

<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt</li> <li>• a local history study</li> </ul>	<p><b>Reasoning, Questioning, Making links, (+ previous skills)</b></p> <p><u>Explain events in historical context – say why and when things happened.</u></p> <p>Talking about the different changes across a longer period of time. (Comparing historical periods and their developments)</p> <p><u>Understand and use chronological order, both in writing and visually</u></p> <p>Timelines – BCE and CE, (Use of dates for local history.)</p> <p>Progression of themes throughout time.</p> <p>Use the word “chronological” in history work.</p> <p><u>Be able to draw information from a wide variety of sources –</u></p> <ul style="list-style-type: none"> <li>- Primary and Secondary Sources (Still more secondary)</li> <li>- Videos, historical documents, text, pictures, artefacts,</li> <li>- Making links between sources.</li> </ul>	<p><u>Explain events in historical context – say why and when things happened.</u></p> <p>Progression of tools – How did tools change from stone age to Iron age? Writing a paragraph, using comparative language. (Better, worse, etc) <b>looking at the design of different shelters-caves, huts etc.</b></p> <p><b>How the Town of Crawley has changed over time</b></p> <p><b>How Egypt has changed over time</b></p> <p><u>Understand and use chronological order, both in writing and visually</u></p> <p>Progression of tools – How did tools change from stone age to Iron age?</p> <p><b>Key dates from Ancient Egypt and stone age on timeline</b></p> <p><b>Key dates for development of Crawley to present day</b></p> <p><u>Be able to draw information from a wide variety of sources –</u></p> <p><b>Stone Age Report</b></p> <p>Stone Age Day – Primary sources Beginning to use primary sources in their writing.</p> <p>Linking their report with secondary sources from class.</p> <p><b>Evidence from Ancient Egyptian art, hieroglyphics, architecture to build a picture of every-day life (hunting picture)</b></p>
----------------------	--	---	--

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p><b>Reasoning , Refining, Skill Swapping (+ previous skills)</b></p> <p><u>Explain events in historical context – say why and when things happened.</u></p> <p>“Argument skills” – Arguing a point of view, explaining why they hold that opinion, clearly answering a historical question.</p> <p><u>Understand and use chronological order, both in writing and visually</u></p> <p>Timeline of Events – Dates, months where applicable. Using their timelines to support an argument.</p> <p><u>Be able to draw information from a wide variety of sources –</u></p> <p>Note taking skills – Narrow band of information, some idea of picking relevant information.</p> <ul style="list-style-type: none"> <li>- Primary and Secondary Sources (First hand accounts and people talk about those events.)</li> <li>- Videos, verbal information, historical documents, text, pictures, artefacts,</li> <li>- Making links between similar sources.</li> </ul>	<p><u>Explain events in historical context – say why and when things happened.</u></p> <p>Focus on the Romans and how they changed Britain Boudicca- play script in drama</p> <p><u>Understand and use chronological order, both in writing and visually</u></p> <p>Expansion of the Roman Empire over time (map and pictorial timeline) Who were the Anglo-Saxons? Invasion events and timeline (big whole class)</p> <p><u>Be able to draw information from a wide variety of sources –</u></p> <p>Investigate artefacts Using the above historical skills to prepare for: Debate between Vikings and Anglo Saxons “Should Harold have taken the throne of England?” Using their timelines “You did this, then this and this!” “Well, you did this and this before that!” Using evidence in their arguments from class.</p>
----------------------	--	---	---

<p>Year 5</p>	<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history –Mayan civilization c. AD 900</li> </ul>	<p><b>Reasoning, Empathy, Refining, Skill Swapping</b>  <b>(+ previous skills)</b>  <u>Explain events in historical context – say why and when things happened.</u>  “Argument skills” – Developing own views on historical events – answering questions with their own answers. – Asking relevant historical questions?  Using opinions to support arguments.  Use PEE. (Point, Evidence, Explanation) in paragraphs.</p> <p><u>Understand and use chronological order, both in writing and visually (Use of timelines)</u>  <b>(making links, refining, imitation)</b>  Timeline – Day, Month, Year, BCE/CE.  Changes in history.</p> <p><u>Be able to draw information from a wide variety of sources –</u>  Note taking skills – Some independent research from a pre-selected list of sources.  Wider band of information, narrowing down further.  Supporting own views with historical information.</p> <ul style="list-style-type: none"> <li>- Primary and Secondary Sources (First-hand accounts and people talk about those events.)</li> <li>- Videos, verbal information, historical documents, text, pictures, artefacts,</li> <li>- Making links between different sources (i.e. video and text, artefact and a picture...)</li> <li>- Difference between opinion and facts</li> </ul>	<p><u>Explain events in historical context – say why and when things happened.</u></p> <p><b>History of Space travel</b> – concertina timeline of significant figures and events.  <b>Shackleton</b> – depth and detail in timelines.  <b>Mayans</b> – broader scope and their impact, BC.</p> <p><u>Be able to draw information from a wide variety of sources.</u></p> <p>X with ICT.  Using websites and accurate sources.  Actual sources on loan boxes etc.  X with English.  Opinion/fact lessons – identifying features of both.</p> <p><u>Understand and use chronological order, both in writing and visually</u></p> <p>Timelines covered for:</p> <ul style="list-style-type: none"> <li>• Space Race</li> <li>• Events surrounding WW1 (linked with Shackleton and The Lion, The Witch and The Wardrobe)</li> <li>• World History and The Mayans place in time</li> </ul>
---------------	---	---	---

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<p><b>Reasoning, Empathy, Refining, Skill Swapping (+ previous skills)</b>  <u>Explain events in historical context – say why and when things happened.</u>          "Argument skills"          Continuing to develop own views on historical events – answering questions with their own answers and supporting them with more relevant information. – Asking relevant historical questions          Use P-E-E. (Point, Evidence, Explanation) in paragraphs.  <b>Higher Attaining</b>– Answering a historical question with a clear answer and evidence in a Historical Essay.</p> <p><u>Understand and use chronological order, both in writing and visually</u> (Use of timelines)          Generate a timeline as a class          Include: Own information in addition to events i.e, opinion/additional information.          In arguments, use chronological order within topics. (Within Evidence section of paragraphs)</p> <p><u>Be able to draw information from a wide variety of sources –</u>          Note taking skills – Widest band of information – wide variety of facts and opinions, source types including poetry and art.</p> <ul style="list-style-type: none"> <li>- Primary and Secondary Sources (First hand accounts and people talk about those events.)</li> <li>- Videos, verbal information, historical documents, text, pictures, artefacts,</li> <li>- Making links between different sources (I.e, video and text, artefact and a picture...)</li> <li>- Difference between opinion and facts</li> </ul>	<p><u>Explain events in historical context – say why and when things happened.</u>  <b>Higher</b> – Answering a historical question with a clear answer and evidence in a Historical Essay.          Talking about changes in topic areas – Weaponry, health, food, transport...          Led by children's questions.          Historical Context – Propaganda Posters about World War 1</p> <p><u>Understand and use chronological order, both in writing and visually</u>          Generate a timeline as a class – World War 1 and World War 2.          Include: Own information in addition to events i.e, opinion/additional information.          In arguments, use chronological order within topics. (Within Evidence section of paragraphs)</p> <p><u>Be able to draw information from a wide variety of sources –</u>          Real time note taking from an adult.          Gathering information from various sources with a clear aim: Pulling out different information from the same source.</p>
----------------------	---	---	---