

West Melton Primary

Striving for Success with Pride and Happiness

Key Stage 1 and 2 History



Progression of Learning Objectives

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Sequence simple events, pictures or related objects in order Introduce children to the idea of a timeline	Begin to order significant events and people within a timeline Sequence artefacts closer together in time. Sequence events in chronological order. Sequence photos from different periods and describe. Discuss changes during their lives using a timeline	Use timelines to place events in order Sequence events/artefacts. Use dates related to the passing of time Understand that timelines can be divided into B.C and A.D	Name and place dates of significant events from the past on a timeline Use terms related to a period and date events. Understand and use B.C and A.D Use mathematical skills to round up time differences into centuries and decades	Use timelines to place and sequence local, national and international historical periods and events Use timelines as reference points to place prior learning in school Know and sequence key events of time studied. Use relevant terms and period labels. Relate current studies to previous studies and make comparisons between different times in history.	Use timelines to place events, periods and cultural movements around the world Use timelines as reference points to place prior learning in school and calculate time differences between them Use relevant dates and terms.
	Use common words and phrase relating to the passing of time (e.g old, new, young, past, present, yesterday, tomorrow)	Extend historical vocabulary linked to time (e.g recently, before, after, now, later, past and present)	Build upon previous vocabulary (e.g century, decade, B.C, A.D)	Extend historical vocabulary (e.g century, decade, B.C, A.D, after, before, during, prior)	Describe the main changes within a period of history using historical vocabulary (e.g. social, religious, cultural, political)	Extend and explain the main changes in a period of history using historical vocabulary (e.g social, religious, political, cultural)
	Know some things that happened to people in the past	Identify similarities and differences between a period in history and modern Britain	Make some connections between different periods of history	Make connections, note contrasts and identify some trends over time	Identify changes within and across periods of history (e.g. social, religious, cultural, political)	Recall the date of different periods of history studied from the past and place it on a timeline

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of past events, people and changes	<p>Find out some facts about people from the past (before living memory)</p> <p>Find out some facts about events from the past (within living memory)</p>	<p>Find out about and describe significant people from the past.</p> <p>Describe some events from the past.</p>	<p>Research the everyday lives of people in periods of history</p> <p>Compare life then with our life today</p> <p>Study change through the lives of significant individuals.</p>	<p>Use evidence to reconstruct daily life of people in periods of history</p> <p>Compare and describe how past events and people affect life today using evidence</p> <p>Develop an understanding of ancient civilisations.</p>	<p>Identify and describe some social, religious, cultural and political changes</p> <p>Give some causes and consequences of main events in a time period</p> <p>Study different aspects of life of different people- differences between men and women.</p> <p>Study and ancient civilisations in detail.</p>	<p>Compare and describe social, religious, cultural and political changes within and across different time periods</p> <p>Make predictions about what could have happened within time periods based on prior knowledge</p> <p>Compare and contrast ancient civilisations.</p> <p>Know key dates, characters and events of time studied.</p>
	<p>To know and recount episodes from stories about the past</p>	<p>Recount main points from a historical period.</p>	<p>Use primary and secondary sources to describe the past</p>	<p>Use a range of sources to identify some ideas, beliefs, attitudes and experiences of people from the past</p>	<p>Begin to distinguish between reliable and unreliable evidence</p> <p>Begin to understand why there are differing viewpoints of a historical event</p>	<p>Choose reliable evidence to describe events from the past and how people's lives differed amongst society</p>
	<p>Tell the difference between past and present in own and other people's lives</p>	<p>Identify similarities and differences between ways of life at different times and artefacts.</p> <p>Begin to use evidence to explain reasons why people acted the way they did in the past</p>	<p>Identify and describe changes to a time period using evidence</p> <p>Identify the reasons for and results of people's actions/events.</p> <p>Describes similarities and differences between people, events and objects</p>	<p>Give reasons why changes in life, beliefs and attitudes may have occurred during a historical period</p> <p>Offer reasonable explanations for some events in the past.</p>	<p>Identify changes and links within and across time periods studied</p> <p>Identify how the past within a time period has significantly influenced modern society</p>	<p>Make connections between different historical periods to explain the impact on modern society</p>

Historical Interpretation	Listen to stories about the past Begin to identify and recount some detail from past sources Begin to identify different ways to represent the past (e.g. photos, stories, discussion)	Explore a range of sources about historical events (e.g. books, pictures, eyewitness accounts etc) Compare pictures or photographs of people/events in the past.	Look at two versions of the same event and describe differences Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate effectiveness.	Look at two versions of the same event and discuss different perspectives of people Look at the evidence available and begin to evaluate its effectiveness.	Look at two versions of the same event and discuss different perspectives of people and give reasons why there may be different accounts	Understand events can be represented in different ways within a time period (e.g. propaganda) Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways
	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	Find answers to simple questions about the past from sources of information (e.g. pictures, stories, visitors)	Look carefully at pictures/objects to find information about the past	Distinguish between primary and secondary sources Use a range of sources to collect information about the past	Use a range of sources including the internet and wow learning experiences to collect information about the past Understand when primary and secondary sources of evidence are reliable	Use a range of sources including the internet and wow learning experiences to collect information about the past Begin to distinguish between reliable and unreliable evidence Begin to form own opinions based on the evidence	Identify and use different sources to research about the past Evaluate the usefulness and accurateness of different sources of evidence Select the most appropriate source of evidence for a particular task Form own opinions and justify reasons using evidence and prior learning
	Develop a sense curiosity about the past	Ask and answer basic questions about the past	Ask and answer questions such as: <ul style="list-style-type: none"> • What was it like for....? • What happened in the past? • How long ago did...? • Why did...? 	Ask more inquisitive questions related to people's experiences	Ask a range of questions about the past linked to specific areas (e.g. social, religious, cultural, political)	Ask a range of questions about the past linked to specific areas (e.g. social, religious, cultural, political)

			Suggest sources of evidence from a selection provided to help answer questions	Suggest own sources of evidence to help answer questions To identify and research my own points of interests within a historical time period studied	Choose reliable sources to answer questions Realise there is not always a single answer to historical questions To identify and research my own points of interests within a historical time period studied	Begin to ask questions to challenge accounts of periods in history Ask questions to explore my own areas of interest within a time period
	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and communication	Show knowledge and understanding about the past in different ways (e.g. drawing, writing, talking)	Describe objects, people and events (oral/written) Write simple stories and recounts about the past	Present findings about the past using speaking, writing, computing and drawing skills	Present findings about the past using speaking, writing, maths, computing, drama and drawing skills	Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills	Present information in an organised and clearly structured way
	Know own birthday	State and write date of birth in correct format	Use dates and terms with increasing accuracy and within a timeline	Use dates and terms accurately	Use dates and terms within and across historical periods accurately	Make accurate use of specific dates and terms
	Identify some subject specific words (e.g. old, new, past)	Identify some subject specific words (e.g. plague, wounds, soldiers)	Begin to use subject specific words (e.g. pharaoh, pyramid, archaeologist)	Use subject specific words (e.g. emperor, gladiator, invader)	Use subject specific words (warriors, Valhalla, Pagan)	Use subject specific words (e.g. conquistadores, conscription, rations)
	Draw and label diagrams to tell others about objects from the past	Draw and label diagrams to tell others about people, objects and events from the past	Discuss different ways of presenting information for different purposes	Discuss the most appropriate way to present information, realising that it is for an audience	Choose the most appropriate way to present information to an audience (independently/group work)	Choose the most appropriate way to present information to an audience (independently/group work)

What is being taught and When	<p>Cycle 1 Historical Study Significant person Florence Nightingale/Mary Seacole Shackleton/Earhart/ Armstrong</p> <p>Cycle 2 Great Fire of London</p> <p>Victorian Holidays & Grace Darling</p>	<p>Cycle 1 Historical Study Significant person Florence Nightingale/Mary Seacole Shackleton/Earhart/ Armstrong</p> <p>Cycle 2 Great Fire of London</p> <p>Victorian Holidays & Grace Darling</p>	<p>Cycle 1 Stone Age Anglo-Saxons/Vikings</p> <p>Cycle 2 Ancient Egypt</p> <p>Cycle 3- Romans Ancient Greeks</p>	<p>Cycle 1 Stone Age Anglo-Saxons/Vikings</p> <p>Cycle 2 Ancient Egypt</p> <p>Cycle 3- Romans Ancient Greeks</p>	<p>Cycle 1 Stone Age Anglo-Saxons/Vikings</p> <p>Cycle 2 Ancient Egypt</p> <p>Cycle 3- Romans Ancient Greeks</p>	<p>The Battle of Britain Why was the Battle of Britain a Significant turning point?</p> <p>Mayans</p>

Key Concepts

History will be taught through the following key concepts **Chronological understanding, change and continuity, cause and consequence, significance, and interpretation**

Definitions

Key Concepts	Definition
Chronological understanding	Chronology is the study of the big picture of events across time – also referred to in the National Curriculum as ‘a chronological framework’ and ‘the long arc of development’. This means that children gradually build up a sense of how periods and events fit together in sequence. In this concept, it is also necessary to develop understanding of historical language and terminology, the idea of sequence, duration and the sense of period.
Change and Continuity	There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these at face value and consider things that were continuous and explain why, and things that were changing and explain why. Another key aspect of this concept is to challenge these ideas and look for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We can then evaluate change over time using the ideas of progress and decline.
Cause and Consequence	This concept considers the ‘how and why’ of history. The causes look for ‘what were the actions/beliefs/circumstances...?’ that led to a change or event that we examine, and then the consequences of these.
Significance	Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.
Interpretation	This concept helps children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth.

In order to teach the key concepts, we will be focusing on studying the follow themes of content. This will allow children to refer back, relate, compare and contrast periods of time. The themes that will form our planning content are- **Economic (farming, technology), Military, Political, Religious & Spiritual and Culture & social.** Please see coverage below.

	Economic	Military	Political	Religious & Spiritual	Culture & Social
Historical Significant Person	Technology Transport				
The Great Fire of London					Homes
Victorian Holidays					
Stone Age- Iron Age	Farming Technology				
Anglo-Saxons & Vikings	Trade				
The Roman Empire					
Ancient Egypt	Farming				
The Greeks					
Mayan Civilisation	Farming				
The Battle of Britain	Transport				

	Technology				
Local Mining Study					