

# Wigginton Primary School

## History

### Progression of Knowledge and Skills



Children will be able to

Year Groups	Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<b>Unit examples</b>		<p><b><u>YR A</u></b></p> <ul style="list-style-type: none"> <li>● Seacole and Nightingale (lives of significant individuals)</li> <li>● Famous astronauts (lives of significant individuals)</li> <li>● Homes from the past (changes in living memory)</li> </ul> <p><b><u>YR B</u></b></p> <ul style="list-style-type: none"> <li>● Great Fire of London (changes beyond living memory)</li> <li>● Guy Fawkes (significant historical events, people and places in the locality)</li> <li>● Toys from the past (changes within living history)</li> </ul>	<p><b><u>YR A</u></b></p> <ul style="list-style-type: none"> <li>● Stone Age to Iron Age</li> <li>● Roman Empire</li> <li>● York (local study)</li> </ul> <p><b><u>YR B</u></b></p> <ul style="list-style-type: none"> <li>● 'Keep Smiling Through' WW2</li> <li>● York: The Chocolate Story (local study)</li> <li>● Ancient Egypt (early civilisations)</li> </ul>	<p><b><u>Yr A</u></b></p> <ul style="list-style-type: none"> <li>● Britain in the 1960s</li> <li>● Early Islamic Civilisation</li> <li>● Anglo-Saxons and the Vikings</li> </ul> <p><b><u>YR B</u></b></p> <ul style="list-style-type: none"> <li>● The Changing Power of Monarchs (comparison of Victoria and Elizabeth)</li> <li>● Crime and punishment: Anglo-Saxons to present day</li> <li>● Ancient Greece</li> </ul>
<b>Chronology</b>	<p><b><u>3-4 years</u></b> Begin to make sense of their own life-story and family's history.</p> <p><b><u>Reception</u></b> Talk about members of their immediate family and community.</p>	<ul style="list-style-type: none"> <li>● Recognise the distinction between past and present.</li> <li>● Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times.</li> <li>● Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<ul style="list-style-type: none"> <li>● Use some dates and historical terms when ordering events and objects.</li> <li>● Demonstrate awareness that the past can be divided into different periods of time.</li> <li>● Explore trends and changes over time.</li> <li>● Use dates and historical terms when ordering events and objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>● Identify where people, places and periods of time fit into a chronological framework.</li> <li>● Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>

		<ul style="list-style-type: none"> <li>● Order and sequence events and objects.</li> <li>● Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>● Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify where people and events fit into a chronological framework.</li> <li>● Explore links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>● Use dates and a wide range of historical terms when sequencing events and periods of time.</li> <li>● Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>● Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>
<p><b>Knowledge</b></p>	<p><b>3-4 years</b> Talk about what they see, using a wide vocabulary.</p> <p><b>Reception</b></p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p><b>ELGs</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<ul style="list-style-type: none"> <li>● Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>● Describe some changes within their living memory (including aspects of national life where appropriate).</li> <li>● Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>● Develop awareness of significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</li> <li>● Describe some aspects of the Vikings and recognise their impact on Britain.</li> <li>● Demonstrate knowledge of aspects of history significant in their locality.</li> <li>● Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>● Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>● Demonstrate knowledge of an aspect or theme in British History that extends their</li> </ul>	<ul style="list-style-type: none"> <li>● Describe some aspects of Britain's settlement by Anglo-Saxons and Scots and by Romans</li> <li>● Demonstrate knowledge of an Ancient civilisation including daily life and achievements and their influence on the western world. Ancient Greece</li> <li>● Describe key aspects of a non-European society such as the early Islamic civilisation. Mayans</li> <li>● Describe aspects of the Roman and Anglo Saxon kingdom of England</li> <li>● Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066(industrial revolution)</li> </ul>

			<p>chronological knowledge beyond 1066(WW2)</p>	
<p><b>Enquiry</b></p>	<p><b>3-4 years</b> Use all their senses in hands-on exploration Show interest in different occupations.</p> <p><b>ELGs</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>● Make simple observations about different people, events, beliefs and communities.</li> <li>● Use sources to answer simple questions about the past.</li> <li>● Identify some of the basic ways in which the past can be represented.</li> <li>● Choose parts of stories and other sources to show what they know about the past.</li> </ul> <ul style="list-style-type: none"> <li>● Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>● Consider why things may change over time.</li> <li>● Recognise some basic reasons why people in the past acted as they did.</li> <li>● Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul style="list-style-type: none"> <li>● Use sources to address historically valid questions.</li> <li>● Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>● Recognise that different versions of past events may exist.</li> <li>● Describe some of the ways the past can be represented.</li> </ul> <ul style="list-style-type: none"> <li>● Use sources to address historically valid questions and hypotheses.</li> <li>● Recognise how sources of evidence are used to make historical claims.</li> <li>● Recognise why some events happened and what happened as a result</li> <li>● Identify historically significant people and events in different situations</li> </ul>	<ul style="list-style-type: none"> <li>● Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>● Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>● Evaluate sources and make simple inferences.</li> <li>● Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul> <ul style="list-style-type: none"> <li>● Regularly address and sometimes devise historically valid questions and hypotheses.</li> <li>● Give some reasons for contrasting arguments and interpretations of the past.</li> <li>● Describe the impact of historical events and changes.</li> <li>● Recognise that some events, people and changes are judged as more significant than other</li> </ul>
<p><b>Communication</b></p>	<p><b>Reception</b></p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELGs</b></p>	<ul style="list-style-type: none"> <li>● Describe special or significant events.</li> <li>● Retell simple stories or events from the past.</li> <li>● Use simple historical terms</li> </ul> <ul style="list-style-type: none"> <li>● Talk about what / who was significant in simple historical accounts.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss some historical events, issues, connections and changes.</li> <li>● Select and organise historical information to present in a range of ways.</li> <li>● Use relevant historical terms and vocabulary linked to chronology.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and debate historical issues.</li> <li>● Use appropriate vocabulary when discussing and describing historical events.</li> <li>● Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical</li> </ul>

Talk about the lives of the people around them and their roles in society.

- Demonstrate simple historical concepts and events through role-play, drawing and writing.
- Use a variety of simple historical terms and concepts.

- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology

- information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Use appropriate vocabulary when discussing and debating historical issues
- Acknowledge contrasting evidence and opinions describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings