

## Westvale Primary School History Progression of Skills



| Skill                            | Nursery  | Reception  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
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| <b>Historical Interpretation</b> | Understanding that some events and people from history are important. Who is the King?             | Understanding that some events and people from history are important because they have achieved something or had an effect.<br><br>How does the King help us?  | Identifying that events have happened in the past and significant people from the past have helped shape the present?<br>Sylvia Earle<br>Neil Armstrong<br><br>Identifying that there are some themes that link history together – locality, transport etc.                         | Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Florence Nightingale Mary Seacole.<br><br>Identifying that the past is remembered or 'constructed' in different ways across the world<br><br>Identifying that the past can be commemorated each year at specific times | Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:<br>•achievements,<br>•housing,<br>•society,<br>•food,<br>•entertainment,<br>•beliefs<br>Building a coherent knowledge of British history from the Iron Age to Roman Britain. Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact. And by drawing comparisons to KS1 topics such as Victorian Seaside Holidays | Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon Britain by comparison on:<br>• achievements,<br>• housing,<br>• society,<br>• food,<br>• entertainment,<br>• beliefs<br>Comparing Viking Britain with the Maya civilisation and understanding the reasoning for similarities/differences between each civilisation.<br><br>Consider why Henry VIII married six times. | Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain. What did the Vikings want and how did Alfred help to stop them getting it?<br><br>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history<br><br>Why was Victorian Liverpool one of the most important cities in the world? | Building an understanding of post-1066 Britain through to World War the children consider why the Battle of Britain was a significant turning point for the United Kingdom in World War 2.<br>• ,<br>Study Aztec civilisation and make comparisons with those previously studied through:<br>• achievements,<br>• housing,<br>• society,<br>• food,<br>• entertainment,<br>• beliefs<br>and understanding the reasoning for similarities/differences between each civilisation |
| <b>Chronology</b>                | Identifying that things have happened in the past, relating to themselves and within living memory | Identifying that things have happened in the past, relating to themselves and within living memory<br><br>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents | Identifying that events and people from the past may have occurred across a greater period of time than just themselves<br><br>Identifying that events and changes have happened in order –Great Explorers<br><br>Identifying that there are different periods of time in history – | Identifying and comparing people from different periods of time – Samuel Pepys<br><br>Identifying how periods of time can impact on individuals and events-Great Fire of London   | Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements<br><br>Developing an understanding of concurrence of civilisations around the   | Placing Anglo-Saxon Britain into the wider context of historical chronology<br><br>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons<br><br>Henry VIII and his six wives-link to  | Placing the Ancient Greeks into the wider context of historical chronology<br><br>Continued development of concurrent civilisations around the world and their impact on later civilisations<br>Placing Victorian Britain into chronological context  | Placing Aztec Society into chronological context and in direct comparison with Roman Society. Placing World War 3 into chronological context and its legacy and impact today.<br><br>Consider the events that led up to World War 2 and how Hitler   |

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|                       |  |   | Georgians/Victorians/Tudors / 20thC etc.  | Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - Florence Nightingale cared for people during the Crimean War.  | world during these times<br><br>Placing previously learnt periods into context and identifying their impact. Victorian seaside holidays; holidays linked to local economy and growth of settlements  | previously taught monarchs.  | and its legacy and impact today.<br><br>Placing Viking Britain into the wider context of historical chronology   | became leader of Germany.  |
| Continuity and Change | Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. | Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.<br><br>Friends Routines                    | Identifying that changes have happened in history that can impact on today - changes in toys and technology.<br><br>How have explorations changed over time?<br><br>Identifying that there are reasons for continuities and changes and stating some of these<br><br>Identifying that continuity or change can be a good thing or a bad thing | Identifying that changes throughout history have had important consequences – development of the healthcare system.<br>How have seaside holidays changed?<br><br>Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc. | Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:<br><ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul><br>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:<br><ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul> | Identifying continuity and change throughout Anglo-Saxon Britain from Roman Britain through comparison of:<br><ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul><br>Comparing similarities and differences between the Ancient Maya and Anglo Saxon Britain through comparison of:<br><ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul> | Identifying continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:<br><ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>food,</li> <li>entertainment,</li> <li>beliefs</li> </ul><br>Identifying the continuities and changes of Greek achievements and inventions from then to now through:<br><ul style="list-style-type: none"> <li>democracy</li> <li>society,</li> <li>entertainment,</li> <li>beliefs</li> </ul> Identifying the continuity and change from Victorian Britain to the modern day through comparison of:<br><ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>education</li> <li>entertainment</li> </ul> | Identifying the continuity and change from Aztec society to the modern day through comparison of:<br><ul style="list-style-type: none"> <li>housing,</li> <li>society,</li> <li>education</li> <li>entertainment</li> <li>beliefs</li> </ul><br><ul style="list-style-type: none"> <li>Consider how Hitler expanded Germany and how it changed over time.</li> </ul> |
| Cause and Consequence | Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.                          | Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.<br><br><b>Identify how Christopher Columbus tried to stay safe.</b> | Identifying that certain events and individuals have had major consequences in history –Why do we explore? Charles Darwin Neil Armstrong Sylvia Earle<br>Why did monarchs build castles?<br><br>Identifying that there are reasons for continuity and change and begin to use   | Identifying that certain events and individuals have had major consequences in history –Identifying how events from history are so significant that they changed legislation- Identifying the reasons for it and the invasion of Britain   | Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally<br><br>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life   | Identifying the causes and effects of Anglo-Saxon invasion on Britain – changes in housing, religion, language etc.<br><br>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?   | Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.<br><br>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.  | Why was the Battle of Britain a significant turning point for the United Kingdom in World War 2?<br><br>How did World War 2 begin?<br><br>What major victories led to Britain winning the war?   |

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|                         |  |   | the terms 'cause' and 'effect' –  | by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today<br><br>Identifying specific causes and effects from different periods and beginning to establish links between Florence Nightingale, Mary Seacole and Edith Cavell.   | Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)<br><br>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today                  | What was a Tudor Monarch and how has it changed?   | Identifying the effect of Victorian inventions on today's world as either positive or negative<br><br>Identifying why Victorian inventors created so many inventions that are still around today   | What led to the demise of the Aztec Empire?  |
| Historical Significance | Understanding that some events and people from history are important because they have achieved something or had an effect                         | Understanding that some events and people from history are important because they have achieved something or had an effect.<br><br>Rosa Parks<br>Ruby Bridges | people/events are significant in history – achievements, impact etc.<br><br>Identifying why some individuals are significant both locally and nationally –<br><br>Kings and Queens<br>Begin to understand what makes someone or something significant - | Identifying why certain people/events are significant in the wider context of history – Florence Nightingale, Mary Seacole, Edith Cavell and their impact on the rest of the world etc.<br><br>Identifying that certain individuals and events have had an impact locally, nationally and internationally<br>The Great Fire of London. | Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain<br><br>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence<br><br>Identify why Boudicca is such a significant individual for both British and Roman British history | Interpret the achievements of the Maya compared to the Anglo Saxons and make a judgement on their significance – which achievements were more impressive?<br><br>Identify why interpretation of these sources is critical to our understanding of the past | Understand that there are different interpretations of the same event and write from both viewpoints-<br>The Story of The Trojan Horse<br><br>Identify why interpretations can change in light of new evidence. '<br><br>Identifying the significance of Victorian achievements and their impact on today<br><br>Understanding why others might choose alternative achievements<br><br>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt | Why was the Battle of Britain a significant turning point for the United Kingdom in World War2?<br>Study evidence and make conclusions.<br><br>Interpret the achievements of the Aztecs make a judgement on their significance – which achievements were more impressive?<br><br>What led to their demise? |
| Sources as Evidence     | Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event | Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event            | Analyse a variety of artefacts/objects to infer about an individual or event<br>–Neil Armstrong<br>–Sylvia Earle<br>Crown.<br><br>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or                | Understanding the difference between primary and secondary sources<br><br>Make reasoned interpretations about individuals and events by using a small  | Identifying primary and secondary sources – artefacts, books, internet etc.<br><br>Identifying why sources are limited for the Stone, Bronze and Iron ages   | Questioning the validity of sources and contradictions – Boudicca,<br><br>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more   | Using sources to interpret viewpoints, including The Story of The Trojan Horse<br><br>Identify why viewpoints differ and why bias might skew these viewpoints  | Conducting an enquiry about the events that led to World War 2.<br><br>Identify the effectiveness of sources as evidence   |

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|                              |  | X-ray-Marie Curie<br>Victorian Bathing<br>costume.  | events – clothing, housing<br>etc   | selection of<br>focused sources<br><br>Samuel Pepys<br>Diary.<br>Florence's lamp.   |   | about those who<br>produce evidence  | Identify why the<br>amount of written<br>primary sources varies<br>depending on<br>individual time periods<br>–<br>Romans/Greeks/Anglo<br>-Saxons/Vikings   | Use sources of<br>evidence as the basis<br>for an opinion<br><br>Begin to make<br>references to<br>evidence as<br>justification |
| Similarity and<br>Difference | Know about<br>similarities and<br>differences<br>between things in<br>the past and now.<br>Compare a<br>Victorian bathing<br>costume with a<br>modern one. | Know about<br>similarities and<br>differences<br>between things in<br>the past and now.<br>How is transport<br>similar and different<br>from that of the<br>past? | <b>How</b> have toys changed<br>since our relatives were<br>little?<br><br>Compare different<br>explorations.<br><br>Who was the first Queen<br>Elizabeth? How does she<br>compare to the second? | How has London<br>been rebuilt?<br><br>What is similar and<br>different about the<br>seaside?<br><br>How has the past<br>been<br>represented? | What was the success<br>of the new Egyptian<br>Kingdom?<br><br>How did Roman<br>Settlement compare to<br>the Celtic Villages? | How was Maya<br>ruled?<br><br>Compare Tudor<br>Monarch with<br>today's monarch?<br><br>How do the leaders<br>of the Maya and the<br>Anglo Saxons<br>compare? | What were the two<br>treasures that most<br>Viking Norsemen<br>wanted from Britain?<br><br>Why was Victorian<br>Liverpool known as a<br>tale of 2 cities?<br><br>Compare different<br>versions of The Story of<br>The Trojan Horse. | How did Hitler come<br>to power?<br>-Compare viewpoints<br>and form<br>conclusions?<br><br>How was Aztec<br>society organised?  |
| Significant<br>Person        | King<br>Charles III  | Rosa Parks  | Neil Armstrong  | Florence<br>Nightingal<br>e   | Boudicca  | Henry VIII   | Alfred the<br>Great   | Adolf Hitler  |