

# Eastfield Primary School History Knowledge and Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme and Focus	<p><b>Autumn:</b> <b>Helping Hands</b> (Friends, family, people who help us) <b>Eastfield Blocks</b> (Alphablocks and Numberblocks)</p> <p><b>Spring:</b> <b>Once upon a Time</b> (Traditional Tales) <b>The Land Before Time</b> (Dinosaurs)</p> <p><b>Summer:</b> <b>In Our Back Garden</b> (Plants &amp; minibeasts) <b>What a Wonderful World!</b> (animals &amp; their environments)</p>	<p><b>Autumn:</b> <b>Home Sweet Home</b> (Local History and Significant Individual) <i>How are our homes different from those in the past? Eastfield / Wolverhampton</i></p> <p><b>Spring: Out of this World</b> (Significant Event) <i>First man on the moon 1966 – Neil Armstrong</i></p> <p><b>Summer: Land Ahoy!</b> (Significant Individual) <i>Famous Explorers – Christopher Columbus</i></p>	<p><b>Autumn: Travelling Around</b> (Local History and Significant Individual) – <i>exploring and comparing new and old forms of transportation.</i></p> <p><b>Spring: London’s Burning</b> (Significant Event) – <i>Great Fire of London 1666/Samuel Pepys</i></p> <p><b>Summer: Wonder Women</b> (Significant Individual) – <i>Florence Nightingale and other significant nurses/how medical care has changed over time.</i></p>	<p><b>Autumn: Meet the Flintstones</b> (Stone Age: Ancient History)</p> <p><b>Spring: Building An Empire</b> (British History and the Romans) <i>The Roman Empire and invasion on Britain.</i></p> <p><b>Summer: Street Detectives</b> (Local History) <i>History of the local area (Eastfield) and our school.</i></p>	<p><b>Autumn: Tomb Raiders</b> (Ancient Egyptians: Ancient History) <i>Understanding early civilizations, religions and way of life.</i></p> <p><b>Spring: Let the Battle Commence!</b> (British History: The Anglo – Saxons and Vikings) <i>British invasion – the Vikings..</i></p> <p><b>Summer: A Large and Dirty Town</b> (Local History: Victorians) <i>What was our local area like in Victorian times?</i></p>	<p><b>Autumn: Greece Lightning</b> (The Ancient Greeks: Ancient History) <i>Ancient civilizations and how they changed the world.</i></p> <p><b>Spring: Conquering Castles</b> (British History: The Normans) <i>Who is William the Conqueror? What is the Domesday book?</i></p> <p><b>Summer: Black by day and red by night</b> (Local History: Industry in the Black Country) <i>What is the area that we live in (the Black Country) like in Victorian Britain? How was our area a key part in the industrial revolution?</i></p>	<p><b>Autumn: Mexican Hats</b> (The Mayans: Ancient History) <i>Ancient civilizations – who were the Aztecs? Where did they live? How have they influenced the world?</i></p> <p><b>Spring: Nautical Know How</b> (British History: The Tudors) <i>Famous explorers – Sir Francis Drake.</i></p> <p><b>Summer: The War at Home</b> (Local History: WW2) – <i>what was life like in Wolverhampton during WW2?</i></p>

Skills:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Talks about how they have changed over time and how they will continue to change e.g. from a baby, toddler, child, teenager, adult, elderly etc.</p> <p>Talks about how things have changed overtime (linked to dinosaur topic) e.g. extinct.</p> <p>- Develops an understanding of growth, decay and changes over time.</p> <p>- Able to say what they enjoyed in Nursery and what they are looking forward to in Reception.</p>	<p>Place objects in an order of time.</p> <p>Use words and phrases, such as, a long time ago and when my parents/carers were children to describe the passing of time.</p> <p>Describe important events from the past, sometimes using dates.</p>	<p>Use key dates when appropriate</p> <p>Use words and phrases such as recently, a long time ago, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Place events and artefacts on a time line using dates.</p> <p>Use dates and terms to describe events.</p> <p>Children to start using – dates, time period, era, change and chronology to communicate time.</p>	<p>Place events, artefacts and important figures on a time line using dates.</p> <p>Using a timeline identify when periods started and ended.</p>	<p>Use timelines to place and sequences local and national events.</p> <p>Understand the influence the Ancient Greeks on the Western World.</p> <p>Describe the characteristics of the past.</p>	<p>Describe the main changes in a period of history.</p> <p>Use dates and terms accurately in describing events.</p> <p>Use timelines to compare some of the times studied with those of the other areas of interest around the world.</p> <p>Understand the concepts of continuity and change over time, representing them along with evidence on a timeline.</p>

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Historical Enquiry	<p>Talks about and discuss how jobs have changed and what roles and responsibilities people have now – linked to people who help us topic.</p> <p>Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Identify some of the different ways the past has been represented.</p> <p>Ask and answer questions about old and new objects such as: What was it like for people? What happened? How long ago?</p> <p>Observe or handle evidence to ask a question about the past.</p>	<p>Identify the different ways the past has been represented.</p> <p>Ask questions about the past.</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>Use more than one source of evidence for historical enquiry and identify the similarities and differences.</p> <p>Explore and compare two versions of events.</p> <p>Begin to identify suitable sources of evidence for historical enquires from a selection provided by an adult.</p> <p>Begin to devise historically valid questions.</p>	<p>Compare and contrast two time periods.</p> <p>Explain why there are different accounts of history.</p> <p>Understand why there is a range of sources to gather evidence.</p> <p>Begin to select and organise evidence of historical information.</p> <p>Devise historically valid questions.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence to deduce information about the past and evaluate its reliability.</p> <p>Devise historically valid questions.</p>	<p>Use secondary and primary sources of evidence to deduce information about the past (children will use the correct terms to describe them).</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Construct in-formed responses about the past and select a range of sources to evidence ideas.</p> <p>Seek out and analyse a wide range of evidence, in order to justify claims about the past.</p>

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<b>Interpretation of History</b>	<p>Understands the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Has an awareness of life cycles and changes over time</p> <p>Talks about and discuss how jobs have changed and what roles and responsibilities people have now – linked to people who help us topic.</p>	Use artefacts (houses) and pictures to find out about the past.	<p>Use artefacts pictures, stories, and online sources and databases to find out about the past.</p> <p>Understand why some individuals acted the way they did.</p>	Explores and compares two versions of an event and identify the similarities and differences.	Offer reasonable explanations for events and form opinions based on trends over time.	<p>Understand that the past has been represented in a variety of ways and explain some of these</p> <p>Gives clear reasons why there may be different accounts of history.</p>	<p>Suggests accurate and plausible reasons for how / why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, an opinion or misinformation and that this has an impact on our interpretation.</p>

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<b>Range and Depth of Historical Knowledge</b>	<p>Talks about how they have changed over time and how they will continue to change e.g. from a baby, toddler, child, teenager, adult, elderly etc.</p> <p>Talks about how things have changed overtime (linked to dinosaur topic) e.g. extinct.</p> <p>Has an awareness of life cycles and changes over time.</p> <p>Talks about and discuss how jobs have changed and what roles and responsibilities people have now - linked to people who help us topic.</p>	<p>Describe significant people from the past.</p> <p>Recognise there are reasons why a person in the past acted as they did.</p> <p>Describe historical events in a simplistic manner.</p>	<p>Describe significant people from the past and explain their actions.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Describe historical events.</p> <p>Begin to compare life in a particular area of history to our life now.</p>	<p>Start to describe social or religious diversity of past society.</p> <p>Start to describe the characteristic features of the past, including ideas and beliefs.</p> <p>Compare life in a particular area of history to other areas of History.</p> <p>Use appropriate historical terms (topic related).</p>	<p>Describe different accounts of historical events.</p> <p>Compare life in a particular area of history to other areas of History and our life now.</p> <p>Use appropriate historical terms (topic related).</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Compare a time studied with one of the other areas of interest around the world (Ancient Greece).</p> <p>Describe and explain a broad overview of life in Britain and one or two off the main events in history.</p> <p>Select and organise relevant historical information to present ideas.</p>	<p>Continue to describe the characteristic features of the past.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe and explain the main changes in a period of history.</p> <p>Select and organise relevant historical information to present ideas.</p> <p>Identify continuity and change in the history of the locality of the school.</p>

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