



History Skills Progression in Westfield

	Foundation Stage	By the end of Year 2	By the end of Year 4	By the end of Year 6
Chronological understanding	<p><u>ELGs:</u> <u>Listening and Attention</u></p> <ol style="list-style-type: none"> 1. Children listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaging in another activity. 	<ol style="list-style-type: none"> 1. Develop an awareness of the past. 2. Sequence some events, people and related objects in order. 3. Remember parts of stories and memories about the past. 4. Recount changes in own life over time. 5. Use past and present when telling others about an event. 6. Identify similarities/ differences between periods. 	<ol style="list-style-type: none"> 1. Use timelines to place events in order. 2. Understand that a timeline can be divided into BC and AD. 3. To place names, places and dates of significant events from the past on a timeline. 4. Note connections, contrasts and trends over time. 	<ol style="list-style-type: none"> 1. Use timelines to demonstrate the main changes in a period in history. 2. Identify changes within and across historical periods. 3. Use timelines to order events, periods and cultural movements from around the world. 4. Name the dates of any significant events studied from the past and place them correctly on a timeline.
Range and depth of historical knowledge		<ol style="list-style-type: none"> 1. Tell the difference between past and present in own and other peoples lives. 2. Use information to describe the past. 3. Use information to describe differences between then and now. 4. Recount main events from a significant period in history. 5. Use evidence to explain reasons why people in the past acted as they did. 	<ol style="list-style-type: none"> 1. Use evidence to describe how events has changed during a time period. 2. Give reasons why changes have occurred during a time period. 3. Describe similarities and differences between people, events and objects. 4. Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. 5. Describe how some of the past events and people affect life today. 	<ol style="list-style-type: none"> 1. Identify changes and links within and across the time periods studied. 2. Choose reliable sources of factual evidence. 3. Give own reasons why changes may have occurred and support this with evidence. 4. Describe similarities and differences between some people, events and objects studied. 5. Describe how some changes affect life today. 6. Make links between some features of past societies.

Interpretations of history		<ol style="list-style-type: none"> 1. Identify different ways in which the past is represented. 2. Begin to identify and recount some details from the past from sources (e.g. pictures, stories). 	<ol style="list-style-type: none"> 1. Look at two versions of the same event and identify differences in the accounts. 2. Give reasons why there may be different accounts of history. 	<ol style="list-style-type: none"> 1. Understand that the past has been represented in different ways. 2. Suggest accurate and plausible reasons for how and why aspects of the past have been represented and interpreted in different ways. 3. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
Historical enquiry		<ol style="list-style-type: none"> 1. Ask and answer questions. 2. Understand some ways we find out about the past. 3. Choose and use parts of stories and other sources to show understanding. 	<ol style="list-style-type: none"> 1. Suggest sources of evidence to use to help answer questions. 2. Understand the difference between primary and secondary sources of evidence. 3. Suggest sources of evidence from a selection provided. Use these to help answer questions. 	<ol style="list-style-type: none"> 1. Choose reliable and the most appropriate sources of evidence to answer questions. 2. Evaluate the usefulness and accuracy of different sources of evidence. 3. Realise that there is often not a single answer to historical questions. 4. Form own opinions about historical events from a range of sources.
Cause and consequences	<p>ELGs: <u>People and Communities</u></p> <ol style="list-style-type: none"> 1. Children talk about the past and present events in their own lives and in the lives of family members. 2. They know that other children don't always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ol style="list-style-type: none"> 1. Recognise why people did things, why events happened and what happened as a result. 	<ol style="list-style-type: none"> 1. Identify and give reasons for, results of, historical; events, situations and changes. 	<ol style="list-style-type: none"> 1. Give reasons for results of, historical; events, situations and changes. 2. Give some causes and consequences of the main events, situations and changes in the periods studied.
Significance of events/ people		<ol style="list-style-type: none"> 1. Talk about who was important in a simple historical account. 	<ol style="list-style-type: none"> 1. Identify historically significant people and events in situations. 	<ol style="list-style-type: none"> 1. Consider/ explain the significance of events, people and developments in their context and in the present day.
Vocabulary (Historical terms)	<p>Old/ New Past Words for feelings such as 'happy,' 'sad,' 'scared,' 'excited' and 'worried'</p>	<p>Sequence Events days, months Memories Present Difference(s) Sources</p> <p>Recently, before, after, now, later Then and now Main events Evidence Eye-witness accounts Artefacts</p>	<p>Timelines BC and AD Century Decade Settlements Culture Way of life</p> <p>Identify Historic buildings After, before and during Present (21st century) Past (19th and 20th centuries) Past societies and periods</p>	<p>Local, national and international events Era Social, cultural, religious and ethnic diversities Causes and consequences Different versions</p> <p>Potitical, technological Factual evidence Identified changes Plausible reasons Aspects of the past</p>

	<p>Discuss why they respond the way they do/did, 'because'...</p> <p>Explore similarities and differences and extend vocabulary to reflect this 'same,' 'different,' 'similar' as well as appropriate descriptive language.</p>	<p>Date</p>	<p>Changes over time</p>	<p>Time period/ Similarities and differences Versions</p>	<p>Primary and secondary sources of evidence Documents Monarch Settlements</p>	<p>Reliable sources of evidence Cultural movements Reference points</p>	<p>Propaganda, opinion or misinformation/ Interpretations of history Range of sources Specific dates and terms</p>
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