

History Progression of Skills Key Stage 2

	Year 3 WW11, United Kingdom, Savage Saxons and Vicious Vikings	Year 4 Rotten Romans, Frozen Kingdom, Turrets and Tiaras	Year 5 Bostin' Black Country, Ancient Civilisations and Marvellous Mountains	Year 6 Victorians, Amazing Egyptians and Rapid Rivers and Crazy Coasts	End of Key stage expectations
Chronological Understanding	<ul style="list-style-type: none"> ✚ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ☑ ✚ Use a timeline to place historical events in chronological order. ✚ Describe dates of and order significant events from WW11 	<ul style="list-style-type: none"> ✚ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ☑ ✚ Order significant events and dates on a timeline. ☑ ✚ Describe the main changes in a period in history. 	<ul style="list-style-type: none"> ✚ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ☑ ✚ Order significant events, movements and dates on a timeline. ☑ ✚ Describe the main changes in history for Ancient Civilisations 	<ul style="list-style-type: none"> ✚ Order significant events, movements and dates on a timeline. ☑ Identify and compare changes within and across different periods. ☑ ✚ Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> ✓ Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study.
Enquiry	<ul style="list-style-type: none"> ✚ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. ✚ Ask questions and find answers about the past. 	<ul style="list-style-type: none"> ✚ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. ☑ ✚ Ask questions and find answers about the past 	<ul style="list-style-type: none"> ✚ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. ☑ ✚ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ☑ ✚ Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> ✚ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. ☑ ✚ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. ☑ ✚ Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> ✓ They should understand how our knowledge of the past is constructed from a range of sources.
Interpretation	<ul style="list-style-type: none"> ✚ Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> ✚ Look at different versions of the same event in history and identify differences. ☑ ✚ Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> ✚ Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. ☑ ✚ Give reasons why there may be different accounts of history. ☑ ✚ Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> ✚ Evaluate evidence to choose the most reliable forms. ☑ ✚ Know that people both in the past have a point of view and that this can affect interpretation. ☑ ✚ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 	<ul style="list-style-type: none"> ✓ They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. ✓ They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

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<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> + Use evidence to describe the culture and leisure activities from the past. ☐ + Use evidence to describe the clothes, way of life and actions of people in the past. ☐ + Use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> + Use evidence to describe what was important to people from the past. ☐ + Use evidence to show how the lives of rich and poor people from the past differed. ☐ + Describe similarities and differences between people, events and artefacts studied. ☐ + Describe how some of the things I have studied from the past affect/influence life today 	<ul style="list-style-type: none"> + Choose reliable sources of information to find out about the past. ☐ + Give own reasons why changes may have occurred, backed up by evidence. ☐ + Describe similarities and differences between some people, events and artefacts studied ☐ + Describe how historical events studied affect/influence life today. ☐ + Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> + Choose reliable sources of information to find out about the past. ☐ + Give reasons why changes may have occurred, backed up by evidence. ☐ + Describe similarities and differences between some people, events and artefacts studied. ☐ + Describe how some of the things studied from the past affect/influence life today. ☐ + Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> ✓ Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> + Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> + Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> + Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ☐ + Plan and present a self-directed project or research about The Mayans 	<ul style="list-style-type: none"> + Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ☐ + Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> ✓ They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.