



History Knowledge & Skills Progression KS2

NATIONAL CURRICULUM

Aims	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales 			
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about changes in Britain from the Stone Age to the Iron Age about the Roman Empire and its impact on Britain about Britain's settlement by Anglo-Saxons and Scots about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history: WWII the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
	YEAR 3	Year 4	Year 5	Year 6
Strands :				
Subject content	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – A study of WWII.</p> <p>A non-European society that provides contrasts with British history – The Mayan Civilisation c AD900.</p>
Chronological understanding	<ul style="list-style-type: none"> Place the time studies on a timeline. Sequence events or artefacts. Use dates and terms related to the study unit and passing of time. 	<ul style="list-style-type: none"> Understand the past is divided into different named periods of time. Place events, people, and changes of British, local and word history on a timeline. 	<ul style="list-style-type: none"> Know and sequence key events of time studied on a timeline. Make comparisons between different times in the past. 	<ul style="list-style-type: none"> Show secure chronological knowledge of local, national and global history studied. Use relevant dates and terms in own writing. Describe connections and trends

		<ul style="list-style-type: none"> • Use BC/BCE/AD. 		over short and longer time periods.
Knowledge & understanding of events in the past	<ul style="list-style-type: none"> • Find out about everyday lives of people in time studied, including beliefs. • Compare with our life today. • Identify reasons for, and results of, people's actions. 	<ul style="list-style-type: none"> • Use evidence to reconstruct life in time studied. • Identify key features and significant events of time studied. 	<ul style="list-style-type: none"> • Examine causes and results of significant events and the impact of people. • Make some connections and contrasts, eg, change, cause, similarity, difference and significance. 	<ul style="list-style-type: none"> • Find out about beliefs, behaviours and characteristics of people studied. • Compare beliefs and behaviours with another time studied. • Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied. • Understand continuity and change.
Historical interpretation	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Compare difference between different sources (primary, secondary and replicas) – looking at different versions of a story. 	<ul style="list-style-type: none"> • Describe how the past can be represented or interpreted in different ways. • Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> • Compare and analyse accounts of events from different sources – fact or fiction. • Be aware that different evidence will lead to different versions of the past. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion/bias.
Historical enquiry	<ul style="list-style-type: none"> • Use a range of sources to find out about a particular time period. • Observe small details on artefacts, pictures and ask questions about these. 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Ask a variety of questions. • Use the library and internet for research to answer questions. 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event identifying primary and secondary sources. • Select relevant sections of information to answer own historically valid questions. • Choose a relevant material to present a picture of one aspect of life in time past. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Collect knowledge gathered from several sources together to inform and form contrasting arguments.
Organisation and communication	<ul style="list-style-type: none"> • Select and record information relevant to the study. 	<ul style="list-style-type: none"> • Present recalled or selected information in a variety of ways using specialist terms learnt. • Write sentences or a paragraph to describe main events, people and changes in the history of Britain and the wider world. • Begin to use place value in the context of timelines. 	<ul style="list-style-type: none"> • Use the library and internet for research with increasing confidence and present their findings appropriately 	<ul style="list-style-type: none"> • Select and organise relevant historical information to produce structured work. • Use key historical terms accurately. • Use/apply mathematical skills when placing events in chronological order, using place value, links to negative numbers, etc.
O & C across all year groups	<p>Communicate their knowledge through:</p> <p>Discussion on ... Drawing pictures ... Drama/role play ... Making models ... Writing ... Using ICT</p>			