

## History Progression of Knowledge and Skills KS2

|            | Year 3  | Year 4   | Year 5   | Year 6  |
|------------|---|--|--|---|
| Content    | <p><b>Ancient Greece:</b> A study of Greek life and achievements and their influence on the Western World</p> <p><b>Change in Britain from the Stone Age:</b> Neolithic hunter-gathers, early farmers, focused study of Skara Brae.</p> <p><b>Bronze Age to Iron Age:</b> Technology, religion and travel, with a focus study of Stonehenge. Iron Age: Hill forts and tribal Kingdoms.</p>  | <p><b>Anglo Saxons:</b> Britain's settlement by Anglo-Saxons and Scots.</p> <p><b>Romans:</b> Their impact on Britain.</p> <p><b>Mayans:</b> Non-European society that provides contrast with British History</p>  | <p><b>Ancient Egypt:</b> depth study into as early civilization, including their achievements.</p> <p><b>Vikings:</b> The Viking struggle for the kingdom of England.</p> <p><b>Themes in British History:</b> Look at what the monarchy is and how the power of the monarchy has changed over history.</p>  | <p><b>World War 2:</b> Battle of Britain</p> <p><b>Changes in an aspect of social history:</b> Crime and Punishment</p> <p><b>A non-European Study:</b> Benin (West Africa)</p>   |
| Chronology | <ul style="list-style-type: none"> <li>* Describe events from the past using dates when things happened.</li> <li>* Describe events using the words: BC (Before Christ) and AD (Anno Domini).</li> <li>* Use a timeline within a specific time in history to set out the order events may have happened.</li> <li>*Use mathematical knowledge to work out how long ago events in recent and local history would have happened.</li> </ul> | <ul style="list-style-type: none"> <li>* Describe events from the past using dates when things happened.</li> <li>* Describe events using the words: ancient and century.</li> <li>* Use a timeline within a specific time in history to set out the order events may have happened.</li> <li>*Use mathematical knowledge to work out how long ago events in recent and local history would have happened. Use mathematical skills to round up time differences into centuries and decades.</li> <li>*Begin to recognise the different time periods that exist between different groups that invaded Britain.</li> </ul> | <ul style="list-style-type: none"> <li>* Place periods of history on a timeline showing periods of time.</li> <li>*Use mathematical skills to work exact time scales and differences as need be.</li> <li>* Use dates and historical language in my work.</li> <li>*Begin to build up a picture of what main events happened in Britain/the World during different centuries.</li> <li>*Plot recent history on a timeline using centuries.</li> <li>* Describe the main changes in a period in history.</li> </ul> | <ul style="list-style-type: none"> <li>* Say where a period of history fits on a timeline.</li> <li>*Place a specific event on a timeline by decade.</li> <li>*Place features of historical events and people from past societies and periods in a chronological framework.</li> <li>* Identify and compare changes within and across different periods e.g. understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li> <li>*Appreciate that some ancient civilizations showed greater advancements than people who lives centuries after them.</li> </ul> |

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| <h3>Historical Enquiry</h3>        | <p>* With support 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. Identify the difference between fact and opinion.</p> <p>*Ask questions and find answers about the past.</p> <p>*Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.</p> | <p>*Begin to independently 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.</p> <p>*Understand the difference between primary and secondary sources.</p> <p>* Ask questions of the source material and suggest sources of evidence from a selection provided to help find answers to these historical questions.</p> <p>*With guidance, give reasons why there may be different accounts of history looking at propaganda.</p> | <p>· Confidently 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.</p> <p>*Question reliability of source material and give reasons why something is or is not reliable. Realise that there is often not a single answer to historical questions.</p> <p>*Investigate own lines of enquiry by posing questions to answer.</p> | <p>*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.</p> <p>*Evaluate the usefulness and accuracy of different sources of information, understanding the effect of propaganda, bias, misinformation and opinion.</p> <p>*Select the most appropriate source material, using primary and secondary to answer questions, realising that there is often not a single answer to historical questions.</p> <p>*Investigate own lines of enquiry by posing questions to answer.</p> <p>*Form own opinions about historical events from a range of sources.</p> |
| <h3>Historical Interpretation</h3> | <p>* Explore the idea that there are different accounts of history.</p>  | <p>* Look at different versions of the same event in history and identify differences.</p> <p>* Know that people in the past represent events or ideas in a way that persuades others.</p>   | <p>*Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>*Give reasons why there may be different accounts of history.</p> <p>*Evaluate evidence to choose the most reliable forms.</p>   | <p>* Evaluate evidence to choose the most reliable forms.</p> <p>*Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>*Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>   |