


History Progression of Skills KS2

	<u>Y3 Areas of Study:</u> <ul style="list-style-type: none"> • Local History unit on Hampton Court Palace and The Tudors • Changes in Britain from the Stone Age to Iron Age 	<u>Y4 Areas of Study:</u> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt 	<u>Y5 Areas of Study:</u> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon settlement and the struggle for the Kingdom of England, to the time of Edward the Confessor • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<u>Y6 Areas of Study:</u> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British History – Benin • A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 – World War 2: The Battle of Britain
	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 the period studied. ✓ Use words and phrases such as century and decade. 	<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. ✓ Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary, which denotes the period. 	<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. ✓ Sequence historical periods. ✓ Describe the main changes within and across historical periods. ✓ Use words and phrases: vocabulary relating to specific periods – Vikings, Ancient Greece
Knowledge and understanding of events, people and changes in the past	<p><u>Use evidence to describe:</u></p> <ul style="list-style-type: none"> ✓ culture and leisure activities from the past. ✓ the clothes, way of life and actions of people in the past. ✓ people's beliefs and attitudes. ✓ buildings and their uses of people from the past ✓ how any of the above may have changed during a time period ✓ Suggest reasons for why there were differences between periods. 	<ul style="list-style-type: none"> ✓ Use evidence to describe features of past societies and periods. ✓ 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. ✓ Identify some ideas, beliefs and attitudes of past cultures. ✓ 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. ✓ Give short term cause and consequence of the main events, situations and changes in the period studied. ✓ Describe similarities and differences between some people, events and artefacts studied. ✓ Describe how historical events studied affect/influence life today. ✓ Identify changes and 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 evidence to find out about aspects of the past. ✓ Give reasons why aspects of life have changed during a time period, 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 subsequent periods, and in the long term, on today's society. ✓ Make links between some of the features of past societies. (e.g. ethnic diversities religion, houses, society, technology).

Historical Enquiry	<ul style="list-style-type: none"> ✓ Use documents, printed sources (e.g. archive materials), pictures, ✓ photographs, music, artefacts, historic buildings, visits to sites (HCP) as evidence about the past. ✓ Ask questions and find answers about the past 	<ul style="list-style-type: none"> ✓ Understand the difference between primary and secondary sources. ✓ Ask questions of source materials and find answers about the past. 	<ul style="list-style-type: none"> ✓ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Question the reliability of source material. ✓ 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 collect evidence about the past. ✓ Choose appropriate sources of evidence –primary or secondary, 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
Historical Interpretation	<ul style="list-style-type: none"> ✓ Ask questions and find answers about the past. ✓ Identify the difference between fact and opinion. ✓ 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 give reasons why there may be different accounts. ✓ Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> ✓ Begin to understand that people can represent events or ideas in ways that persuade others - bias and propaganda 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 the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. ✓ Know that people both in the past have a point of view and that this can affect interpretation. ✓ Form own opinions about historical events from a range of sources. ✓ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation and Communication	<p><u>Communicate knowledge through:</u></p> <ul style="list-style-type: none"> ✓ discussions ✓ drawing pictures ✓ drama/role play ✓ annotation and writing ✓ Develop an understanding of appropriate historical vocabulary ✓ Describe some of the similarities and differences between period 	<ul style="list-style-type: none"> ✓ Recall, select and organise historical information. ✓ Communicate knowledge and understanding by thoughtfully selecting relevant historical information. ✓ Communicate knowledge through drama/ role play and different genres of writing ✓ Use and understand appropriate vocabulary 	<ul style="list-style-type: none"> ✓ Select information to produce structured work, making appropriate use of dates ✓ Show understanding of some of the similarities and differences between different periods ✓ Give reasons as to why some events, people or developments are seen as more significant than others ✓ Begin to offer explanations about why people in the past acted the way that they did. ✓ Communicate and organise ideas using detailed discussions and different writing genres. ✓ Begin to use abstract vocabulary such as social, economic and cultural. 	<ul style="list-style-type: none"> ✓ Select and organise information to produce structured work, making appropriate use of dates. ✓ Show informed understanding of the similarities and differences between different periods and suggest reasons for them. ✓ Give informed reasons why some events, people or developments are seen as more significant than others. ✓ Offer explanations about why people in the past acted the way that they did. ✓ Communicate and organise ideas using detailed discussion, writing genres and debates. ✓ Know and show good understanding of vocabulary and abstract terms. ✓ Provide and justify and account of a historical event based upon more than one source

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>	<p><u>Local History Study: Hampton Court Palace</u> Hampton Court Palace, hierarchy, Tudors, Stuarts, Victorians, monarchy, reign, successor, timeline, dynasty</p>	<p><u>Ancient Egypt</u> Artefact, pyramid, afterlife, mummification, burial, ceremonial, hierarchy, pharaoh, ancient, civilisation</p>	<p><u>Ancient Greeks</u> Ancient, city-state, civilisation, democracy, empire, government, culture, philosophy, conquer</p>	<p><u>Benin Kingdom</u> Yoruba, Oba, Eweka Ife, Edo, Ogisos, Benin City, Trade, Kingdom</p>
	<p><u>The Stone Age to Iron Age – Part 1</u> BC/BCE/AD, Prehistoric, Stone Age, nomadic, agriculture, round house, Skara Flint knapping, Stone Henge, Skara Brae</p>	<p><u>The Roman Empire – Part 1</u> Empire, Roman, chronology, gladiator, Roman Britain, Celts, Roman Empire, invasion, Julius Caesar, Claudius, Britannia</p>	<p><u>The Anglo-Saxons</u> invasion, Kingdom, Settlement, Anglo-Saxon, society, Pagan, monastery</p>	<p><u>World War II incl. The Battle of Britain – Part 1</u> Treaty of Versailles, Dunkirk, Winston Churchill, The Blitz, Hitler, RAF</p>
	<p><u>The Stone Age to Iron Age – Part 2</u> Bronze, Iron, trade, society, smelting, ore, tribe, comparison, Hillforts, Round Barrow</p>	<p><u>The Roman Empire – Part 2</u> Queen Boudicca, Mount Vesuvius, Pompeii, eruption, citizens, network, Forum, amphitheatre, Roman baths</p>	<p><u>The Vikings</u> raid, settlement, longship, Danelaw, saga, pagan, runes, legacy</p>	<p><u>World War II incl. The Battle of Britain – Part 2</u> Winston Churchill, The Blitz, Hitler, RAF, D-Day, VE Day, Home Front</p>