



Progression of Knowledge and Skills in History

		Year 3	
	Skills		Knowledge
<p><u>Chronological understanding</u> (Disciplinary)</p>	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC and AD Place the period studied on a time line Use dates and terms related to the study unit and passing of time Sequence some events or artefacts significant to the period 		<p><u>The Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> Name the different sections of the Stone Age period Explain how houses evolved during the Stone Age period Explain how Stone Age people hunted and made weapons but they also created art Understand how everyday life of early settlers has changed over time Explore how artefacts aid understanding of past civilisations Know reasons why significance things were built e.g. the construction on Stonehenge, bronze weapons were developed and the inclusion of metalwork Provide reasons as to why opinions differ about the Druids Recognise the importance of archaeological sites to support understand of these historic periods
<p><u>Range and depth of historical knowledge</u> (Second Order/ Disciplinary)</p>	<ul style="list-style-type: none"> Understanding of what life was like for early settlers Find out about everyday lives of people in a period studied Begin to compare life with our life today Identify reasons for and results of people's actions 		
<p><u>Interpretations of history</u> (Disciplinary)</p>	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. 		<p><u>The Power of the Roman Empire</u></p> <ul style="list-style-type: none"> Name important Roman leaders such as Julius Caesar and Claudius and reasons why they invaded Britain Name and explain the significance of a Roman army uniform Recognise how the Roman Army was constructed Explain who Boudicca was and her involvement with the Roman Empire Name and identify parts of the Roman Empire Explore and explain tactics of the Roman army and why this made them successful Provide reasons as to why opinions differ about Boudicca Make connections between the Roman empire, its difficulties and its downfall Evaluate the significance of the Roman legacy
<p><u>Historical enquiry</u> (Disciplinary)</p>	<ul style="list-style-type: none"> Use a range of sources to find out about a period (Internet, pictures, photographs, visits, books) Observe artefacts, pictures/photographs, asking and answering questions about them to find more information Select and record information relevant to the study 		
<p><u>Organisation and communication</u></p>	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding using different genres – writing, drawing, drama, story-telling, ICT (PowerPoint, posters, leaflets) 		

		Year 4	
		Skills	Knowledge
<u>Chronological understanding</u> (Disciplinary)	<ul style="list-style-type: none"> Understand the meaning of more complex terms e.g. BC/AD Place events from period studied on time line Use terms related to the period and begin to date significant events Place significant events on a timeline in chronological order 		<u>Ancient Egypt</u> <ul style="list-style-type: none"> Know that there was more than one God and Egyptians believed in many of them Recognise significant Egyptian buildings and why they were important Name a range of significant pharaohs and explain their influence on Ancient Egypt Explore hieroglyphs, how they were discovered and when Name some Egyptian gods and goddesses and explain their role on Egyptian beliefs Explore why the ancient Egyptians mummified bodies Discuss and explain process of mummification Identify the items used to preserve organs and the mummified bodies. Know what the Book of the Dead is and why it was important to the Egyptians
<u>Range and depth of historical knowledge</u> (Second Order/ Disciplinary)	<ul style="list-style-type: none"> Use evidence to reconstruct life in period studied Identify key features and events of period studied, comparing to our lives today Look for links and effects in period studied Offer a reasonable explanation for some events and begin to explain how they have shaped our lives today 		<u>Ancient Greeks</u> <ul style="list-style-type: none"> Discover the ways that Greece was united and divided Understand the difference city-states and why they were important to the Ancient Greeks Explore the daily life and what it was like in markets (Agora) Understand who Alexander the Great was and why he was important Understand Greek pottery, the images on the them and how they were used Discuss and explore legacies from the Ancient Greeks (democracy, Olympics, potter) and evaluate how they have impacted our world today
<u>Interpretations of history</u> (Disciplinary)	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences Look at the evidence available, library and internet research Begin to evaluate the usefulness of different sources Know that people in the past represent events or ideas in a way that would persuade others 		<u>Crime and Punishment</u> <ul style="list-style-type: none"> Name a range of typical punishments used throughout the ages Know that justice depended on the community 800 years ago Compare historical punishments and explain how they have changed over time to present day Identify the link between food prices and crime rates Evaluate the effectiveness of primary and secondary sources Provide reasons as to why some opinions regarding punishments, crime rates etc. differ Explain why different sources may support different interpretations
<u>Historical enquiry</u> (Disciplinary)	<ul style="list-style-type: none"> Use a range of sources to find out about a period, significant person or an event (Internet, pictures, photographs, visits, books, music, artefacts) Choose relevant material to present a picture of one aspect of life in the period studied Explain why two accounts may differ Identify accurate or inaccurate sources, giving reasons 		
<u>Organisation and communication</u>	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding using different genres – writing, drawing, drama, story-telling, ICT (PowerPoint, posters, leaflets) 		

		Year 5	
		Skills	Knowledge
<u>Chronological understanding</u> (Disciplinary)	<ul style="list-style-type: none"> Place different periods of time in chronological order and label Know and sequence key events of period studied, using dates and relevant terms Make comparisons between different periods in the past Describe the main changes in a period of history 		<u>Local History Study</u> <ul style="list-style-type: none"> Understand what blue plaques are the criteria needed to get one Know that it is open to interpretation as to who they think deserved a blue plaque Know who Reginald Mitchell is and his significance in the local community Explain how Reginald Mitchell's achievements are reflected in our locality
<u>Range and depth of historical knowledge</u> (Second Order/ Disciplinary)	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare an aspect of life with the same aspect in another period Explain how people/events in history have shaped our lives today Explain how some aspects of history are reflected in our locality 		<u>World War II – Beyond 1066</u> <ul style="list-style-type: none"> Know the chronology and placement of WW2 in history Understand which countries were involved in WW2 Explain and sequence significant events that built up to the beginning of WWII and The Battle of Britain Explain the impact that Reginald Mitchell had on Britain Understand what evacuation is and explain why it was necessary Identify the parts of a Spitfire Explain how and why the Spitfire was significant and the impact it had on the outcome of WWII Compare two conflicts using knew and prior knowledge
<u>Interpretations of history</u> (Disciplinary)	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions/accounts of events Evaluate evidence to choose the most reliable forms 		
<u>Historical enquiry</u> (Disciplinary)	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use a range of sources to find out about a period, significant person or an event (Internet, pictures, photographs, visits, books, music, artefacts, databases, historical buildings) Select relevant sections of information Ask a variety of questions and answer using research Begin to investigate own lines of enquiry 		<u>Anglo-Saxons</u> <ul style="list-style-type: none"> Know who the Saxons were and why they came to Britain Describe where the Saxons settled and why they chose that location Know where the Anglo-Saxons were located Use evidence to deduce how warriors/kings were depicted Know that Christianity spread during this time Explain how significant the Saxons were and compare to our lives today
<u>Organisation and communication</u>	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their knowledge and understanding using different genres – writing, drawing, diagrams, data handling, drama, story-telling, ICT (PowerPoint, posters, leaflets), oral presentation. Plan and present a self-directed project or research about the period studied. 		

		Year 6	
		Skills	Knowledge
<u>Chronological understanding</u> (Disciplinary)	<ul style="list-style-type: none"> Place current study on time line in relation to other studies in previous studies Use relevant dates and terms Sequence up to 10 events on a time line Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain 		<u>Viking Invaders</u> <ul style="list-style-type: none"> Know where Vikings came from Explore the location of Viking settlements and the names of these places Recognise that the Vikings were just raiders – they traded and held own beliefs Explain and understand the reasons for their invasion of England Evaluate different sources, explaining why they support different interpretations Explain and understand the legacy of Vikings in England
<u>Range and depth of historical knowledge</u> (Second Order/ Disciplinary)	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Examine causes and results of great events and the impact on people, understanding reasons for actions Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know several key dates of period 		<u>Benin</u> <ul style="list-style-type: none"> Know where Benin is located and its chronology Understand that Benin still exists today – it is not an ancient place Explore sources to infer life in Benin Know what the Benin bronzes were Understand reasons why Britain was interested in Benin Discuss and decide if the bronzes should be returned
<u>Interpretations of history</u> (Disciplinary)	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion, evaluating evidence to choose the most reliable forms Be aware that different evidence will lead to different conclusions Give clear reasons for different versions/accounts of events (link to understanding of the past) 		<u>Mayan Civilisation</u> <ul style="list-style-type: none"> Know the dates of the Mayan period Identify the things that united and divided Maya Recognise how the Maya civilisation grew so strong and what led to its collapse Explore what life was like in the Mayan Civilisation Explore the beliefs of the Mayan Civilisation Explain how these beliefs differ from another period in history, such as the Egyptians Discuss how the civilisation has shaped the world today
<u>Historical enquiry</u> (Disciplinary)	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about a period, significant person or an event (Internet, pictures, photographs, visits, books, music, artefacts, databases, historical buildings), selecting relevant information and suggesting omissions Bring knowledge gathered from several sources together in a fluent account Investigate own lines of enquiry 		
<u>Organisation and communication</u>	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. Communicate their knowledge and understanding using different genres – writing, drawing, diagrams, data handling, drama, story-telling, ICT (PowerPoint, posters, leaflets), oral presentation. Plan and present a self-directed project or research about the period studied. 		