



## Progression of Skills

### Subject: History

PROGRESSION OF SKILLS - area/context	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"><li>I can use an increasing range of words and phrases relating to the passing of time. <i>For example using words such as: before, after, during, while, as</i></li><li>I understand that the term 'Ancient' means thousands of years ago.</li><li>I can sequence events in a simple narrative. <i>For example the process of mummification</i></li><li>I can create a simple timeline by placing historical periods in chronological order.</li></ul>	<ul style="list-style-type: none"><li>I understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>I can talk about the past in terms of periods and identify the main changes during that period. <i>For example the Anglo-Saxons invaded Britain and began settlements in the country. This led to the creation of place names.</i></li><li>I can order important events and dates on a timeline.</li></ul>	<ul style="list-style-type: none"><li>I can use historical terms related to the period studied. <i>For example The Golden Age and Dark Ages when learning about The Islamic Civilisation.</i></li><li>I can use dates and significant events when creating a timeline to establish period detail. <i>For example Henry VIII coming into power. Henry VIII creating The Church of England.</i></li></ul>	<ul style="list-style-type: none"><li>I can use more sophisticated vocabulary to determine time markers within and between periods studied. <i>For example: The tension had been building up for a number of years before the outbreak of WW2.</i></li><li>I can make connections between different periods in history by making comparisons and identifying similarities and differences. <i>For example how crime and punishment changed within Britain.</i></li><li>I can demonstrate a chronological understanding of British, local and world history and discuss events within and across different historical periods.</li></ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"><li>I can identify some ways we find out about the past.</li><li>I can use documents, printed sources (e.g. archive materials) the internet, pictures,</li></ul>	<ul style="list-style-type: none"><li>I can use sources of information in ways that go beyond simple observations to answer questions about the past.</li></ul>	<ul style="list-style-type: none"><li>I understand the difference between primary and secondary sources.</li><li>I can compare sources of information available for the</li></ul>	<ul style="list-style-type: none"><li>I understand how our knowledge of the past is constructed from a range of sources and how these may not always be reliable and discuss why this is.</li></ul>



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	<p>photographs, music, artefacts, historic buildings and visits to sites as evidence about the past.</p> <ul style="list-style-type: none"> <li>I can make observations about sources and artefacts and discuss my ideas.</li> <li>I can ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of sources to find out about aspects of life in the past.</li> <li>I can ask and answer questions about why changes have occurred in the past and begin to suggest reasons for these changes.</li> </ul>	<p>study of different times in the past.</p> <ul style="list-style-type: none"> <li>I can make observations and evaluate the usefulness and reliability of a source.</li> <li>I can answer and ask questions about the past including: what changes have occurred and the cause of these changes.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse a range of sources by asking questions, making observations and listening to extracts to support independent research.</li> <li>I can answer and sometimes devise historically valid questions about change, cause, similarity and differences.</li> <li>I can use evidence that I have gathered to justify my viewpoints.</li> </ul>
<b>Historical Interpretations/ Concepts</b>	<ul style="list-style-type: none"> <li>I can identify differences between versions of the same event. <i>For example listening to a story and watching a video of a Greek Myth.</i></li> <li>I can identify similarities and some differences when exploring different historical periods.</li> <li>I can provide some reasons for the changes that have occurred within a historical period studied.</li> <li>I can demonstrate my understanding of the past by describing and comparing lifestyle choices of ancient</li> </ul>	<ul style="list-style-type: none"> <li>I can provide simple reasons identifying why we may have more than one version of the past. <i>For example no one was there to record the information, the person recording the information may be biased.</i></li> <li>I can identify and discuss similarities and differences including social, cultural and religious aspects when exploring different historical periods.</li> <li>I understand that events occur due to a number of reasons and can explain some of these. <i>For example The Romans invading Britain.</i></li> </ul>	<ul style="list-style-type: none"> <li>I understand that some interpretations about the past might be more accurate and reliable than others and provide some reasons for this.</li> <li>I can compare and contrast aspects of historical periods and societies and begin to make connections to the present day. <i>For example the achievements of the Islamic Civilisation and its link to the present day.</i></li> <li>I can give some reasons for significant historical events, across different periods of history, and explain the changes</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise how and why there are contrasting arguments and interpretations of the past. <i>For example the experience of an Evacuee during WW2.</i></li> <li>I can identify and describe some causes and consequences of main historical events and changes studied. <i>For example the cause and consequences of The Industrial Revolution.</i></li> <li>I can describe and make links between significant events and changes across different periods of history including: <i>changes in education, crime</i></li> </ul>



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	<p>civilisations. <i>For example how were The Ancient Egyptians similar to The Ancient Greeks?</i></p> <ul style="list-style-type: none"> <li>I can find and listen to information about significant people and suggest why they were important.</li> </ul>	<ul style="list-style-type: none"> <li>I can show an understanding of significant people and list some impacts they had on people and place in the past.</li> </ul>	<p>that occurred as a result of the events.</p> <ul style="list-style-type: none"> <li>I can discuss significant individuals in the past and explain the impact they had on the wider society.</li> </ul>	<p><i>and punishment, and inventions.</i></p> <ul style="list-style-type: none"> <li>I have knowledge and understanding of historically significant people and events and can explain how it influenced Britain and the wider world. <i>For example the work of Dr Barnardo and Elizabeth Fry.</i></li> </ul>
<b>Organisation and Communication</b>	<ul style="list-style-type: none"> <li>I can show understanding through discussions and simple recording devices such as speech bubbles, annotations and drawings.</li> <li>I can write simple and accurate, sequenced sentences when narrating what happened in the past.</li> <li>I can use simple historical vocabulary when talking about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using ICT</li> <li>I can provide an account of a historical event based on more than one source</li> <li>I explain what I have learnt in an organised and structured way, using appropriate terminology when communicating my findings.</li> </ul>	<ul style="list-style-type: none"> <li>I can present findings and communicate knowledge and understanding in different ways.</li> <li>I can construct informed responses to questions and begin to use evidence in order to support responses.</li> <li>I can continue to gain and use appropriate historical terminology when learning and communicating about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can select and use appropriate ways of communicating my knowledge and understanding.</li> <li>I can construct informed responses by selecting and organising relevant historical information.</li> <li>I can use and deploy historical terminology when discussing the past and incorporate it within my work.</li> </ul>
<b>Historical Knowledge: understanding of people, places and events</b>	<p><b><u>The Stone Age and Iron Age:</u></b></p> <ul style="list-style-type: none"> <li>I understand what life was like during the Stone Age and how early humans survived.</li> <li>I can describe changes in Britain from the Stone Age to the Iron</li> </ul>	<p><b><u>Romans:</u></b></p> <ul style="list-style-type: none"> <li>I can demonstrate the impacts of Romanisation on Britain and the change it brought to the nation.</li> <li>I can describe the impact Roman settlers had on Britain</li> </ul>	<p><b><u>Tudor England:</u></b></p> <ul style="list-style-type: none"> <li>I can make comparisons between the past and present and use sources to support my views.</li> <li>I understand that King Henry VIII made significant changes in</li> </ul>	<p><b><u>Victorian Britain:</u></b></p> <ul style="list-style-type: none"> <li>I understand the significance of the British Empire.</li> <li>I can examine causes and the consequences of significant events such as The Industrial Revolution.</li> </ul>



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	<p>Age including the impacts of farming on people and place.</p> <p><b><u>Ancient Egyptians:</u></b></p> <ul style="list-style-type: none"> <li>● I can demonstrate that I have an overview of where and when the first civilisations appeared.</li> <li>● I understand why The River Nile was essential to the Ancient Egyptians.</li> <li>● I can demonstrate that I have an understanding of Ancient Egypt as an ancient civilisation including their: lifestyles, rituals and beliefs.</li> </ul> <p><b><u>Ancient Greeks:</u></b></p> <ul style="list-style-type: none"> <li>● I can demonstrate an understanding about life in Ancient Greece including: how Ancient Greece was organised, growing up in the area and comparing and contrasting lifestyles between the people of Greece.</li> <li>● I can recall key moments from significant battles that occurred during Ancient Greece.</li> <li>● I can demonstrate that I understand the achievements of Ancient Greece and their</li> </ul>	<p>and relate changes to modern life.</p> <ul style="list-style-type: none"> <li>● I can demonstrate that I have an understanding of The Romans including their: lifestyle and beliefs and make comparisons to the ancient civilisations.</li> </ul> <p><b><u>Anglo- Saxons:</u></b></p> <ul style="list-style-type: none"> <li>● I can identify why the Anglo-Saxons invaded Britain.</li> <li>● I can discuss how the land-use in Britain changed after the Anglo-Saxons arrived.</li> <li>● I can identify how the Anglo-Saxons influenced the names and locations within Britain.</li> <li>● I understand the significance of King Alfred the Great.</li> <li>● I understand how the final Anglo-Saxon Kings shaped Britain.</li> <li>● To explore how the spread of Christianity changed the people's lives in Britain.</li> </ul>	<p>Britain and explain the cause and consequences of his decisions.</p> <ul style="list-style-type: none"> <li>● I can identify the impacts The Church of England had on Britain during this period.</li> </ul> <p><b><u>Islamic Civilisation:</u></b></p> <ul style="list-style-type: none"> <li>● I can make comparisons between a non-European society and a British society.</li> <li>● I can explain the factors which contributed to the rapid growth of the Islamic Civilisation.</li> <li>● I can identify why Baghdad was chosen as the capital city for the Islamic Civilisation.</li> <li>● I understand the significance of The House of Wisdom and</li> <li>● I can explore and discuss the achievements of the Islamic Civilisation and how it has influenced our lives today.</li> <li>● I can discuss the events which led to the fall of The Islamic Empire.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe and explain that people would have different life experiences based on their social standing.</li> <li>● I can discuss how children's lives were affected by work and education.</li> </ul> <p><b><u>Thematic Study - Crime and Punishment through the Ages:</u></b></p> <ul style="list-style-type: none"> <li>● I can explore how crime and punishment techniques have changed within Britain over time.</li> <li>● I can identify similarities and differences between crime and punishment strategies used throughout history.</li> <li>● I can discuss the major changes made in crime and punishment and provide some reasons for these changes.</li> </ul> <p><b><u>World War 2:</u></b></p> <ul style="list-style-type: none"> <li>● I can determine the cause of WW2.</li> <li>● I can identify how and why the roles of women changed during this period of history.</li> </ul>
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	<p>influence on the western world including: battle formations, roles of soldiers and sports.</p>	<p><b>Vikings:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate an understanding of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>I can compare and contrast Viking life to Anglo-Saxon life.</li> </ul>	<p><b>Maya</b></p> <ul style="list-style-type: none"> <li>I can make comparisons between a non-European society and a British society.</li> <li>I can explain the factors which contributed to the success of the Maya.</li> <li>I can explore and discuss the achievements of the Maya Civilisation and how it has influenced our lives today.</li> <li>I can discuss the events which led to the fall of The Maya.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify how children's lives were affected by the war.</li> <li>I can explore significant turning points in British history including: The Battle of Britain.</li> <li>I can discuss the events which led to the end of WW2.</li> </ul>
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<p><b>What are the key/essential knowledge and skills for this year group?</b></p>	<p><b><u>Chronological Understanding</u></b> I can create a simple timeline and sequence events into chronological order.</p> <p><b><u>Historical Enquiry</u></b> I can make observations about sources and artefacts and ask questions to find out about the past.</p> <p><b><u>Historical Interpretations/ Concepts</u></b> I can identify similarities and some differences when exploring</p>	<p><b><u>Chronological Understanding</u></b> I can create a timeline and sequence events into chronological order that is divided into BC and AD.</p> <p><b><u>Historical Enquiry</u></b> I can use sources of information to ask and answer questions about the past.</p> <p><b><u>Historical Interpretations/ Concepts</u></b> I can identify and discuss similarities and differences when</p>	<p><b><u>Chronological Understanding</u></b> I can create a timeline to establish period detail.</p> <p><b><u>Historical Enquiry</u></b> I can understand the difference between primary and secondary sources and evaluate the reliability of a source.</p> <p><b><u>Historical Interpretations/ Concepts</u></b> I can compare and contrast aspects of historical periods and societies and begin to make connections to the present day.</p>	<p><b><u>Chronological Understanding</u></b> I can make connections between different periods in history by making comparisons and identifying similarities and differences</p> <p><b><u>Historical Enquiry</u></b> I can analyse a range of sources to support independent research as well as answer and sometimes devise historically valid questions about change, cause, similarity and differences.</p> <p><b><u>Historical Interpretations/</u></b></p>
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	<p>different historical periods and begin to provide some reasons for the changes.</p> <p><b><u>Historical Knowledge: understanding of people, places and events</u></b> I can explore, discuss and begin to understand the lifestyles of ancient civilizations.</p>	<p>exploring different historical periods and explain the reasons for these changes.</p> <p><b><u>Historical Knowledge: understanding of people, places and events</u></b> I can recall reasons why different civilizations invaded and settled in Britain and identify the legacy they left behind.</p>	<p><b><u>Historical Knowledge: understanding of people, places and events</u></b> I can identify how significant changes in Britain and the global community influenced a society.</p>	<p><b><u>Concepts</u></b> I have knowledge and understanding of historically significant people and events and can explain how they influenced Britain and the wider world.</p> <p><b><u>Historical Knowledge: understanding of people, places and events</u></b> I can identify the cause and consequences of significant events and their socio-impact on Britain over time.</p>
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