



History Skills and Knowledge Progression Key stage 2

National Curriculum subject content	Year 3	Year 4	Year 5	Year 6
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. <i>(Chronological understanding)</i></p>	<p>YEAR A & B – running throughout the year</p> <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. 	<p>YEAR A & B – running throughout the year</p> <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. 	<p>Year A & B – running throughout the year</p> <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. 	<p>Year A & B – running throughout the year</p> <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. <i>(Knowledge and understanding of the past)</i></p>	<p>YEAR A – running throughout the year</p> <ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past 	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. 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. 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. (Year A Spring) Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. 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 information to find out about the past. (Year A Spring) Give reasons why changes may have occurred, 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 life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. <i>(Historical Enquiry)</i></p>	<p>YEAR A & B – running throughout the year</p> <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 and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. 	<p>YEAR A & B – running throughout the year</p> <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 or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. 	<p>Year A & B – running throughout the year</p> <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 and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence 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. 	<p>Year A & B – running throughout the year</p> <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 and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence 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.

Ruardean C of E Primary School

love of learning . . . love of life . . . love of one another . . .



<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. <i>(Organisation and communication)</i></p>	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<p>Year B - Summer</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<p>Year B – Summer</p> <ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
<p>They should understand how our knowledge of the past is constructed from a range of sources. <i>(Historical interpretation)</i></p>	<p>YEAR A – running throughout the year</p> <ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<p>YEAR A & B – running throughout the year</p> <ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. (Year A autumn) Evaluate evidence to choose the most reliable forms. (Year A Spring) 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. (Year A Spring) Know that people both in the past have a point of view and that this can affect interpretation. (Year A Spring) Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. (Year A Spring)

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

- changes in Britain from the Stone Age to the Iron Age **(Year 3 – 4, Year A – Autumn)**
- the Roman Empire and its impact on Britain **(Year 3 – 4, Year A - Spring)**
- Britain’s settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **(Year 5-6, Year Autumn)**
- a local history study **(Year 3 – 4, Year B- Summer) (Year 5-6, Year B - Summer)**
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 **(Year 3 – 4, Year B- Summer)**
- 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 **(Year 3 – 4, Year B - Autumn)**
- Ancient Greece – a study of Greek life and achievements and their influence on the western world **(Year 5-6, Year B - Autumn)**
- 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 5-6, Year A - Spring)**

NB please refer to the NC document to non-statutory examples