

**KS2 progression of History skills for expected level.**

National curriculum statement	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.</p>	<p>Understand the chronologically of when things happened- although not explicitly taught, children should be able to identify the order things happened- this can be supported through the use of a visual timeline in the classroom:</p> <ul style="list-style-type: none"> <li>O Ancient Egypt</li> <li>O Stone age- Iron Age</li> <li>O Victorians (covered in Y1)</li> <li>O Great fire of London (Covered in Year 2)</li> </ul>	<p>As year 3 but also include Romans and Anglo Saxons.</p>	<p>As below but include also Mayans – compare to timings of Egyptians.</p>	<p>Chronological understanding of all periods studied in KS1 and 2.</p>
<p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Be able to draw a simple comparison about life in the Stone age to Bronze Age/Iron age- which time period they'd rather live in and why.</p>	<p>Compare life in the Roman times to Anglo Saxon times – similarity and differences and why it's significant. They should regularly address change, cause, similarity and difference, and significance</p>	<p>Compare life for Mayan times to today.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
<p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>all</p>	<p>all</p>	<p>all</p>	<p>all</p>
<p>changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> </ul>	<p>Assessed – children will have an understanding of:</p> <ul style="list-style-type: none"> <li>O the stone age (time and features of this period)</li> <li>O the Bronze Age (when it happened and what had changed from the Stone Age)</li> </ul>	<p>-</p>	<p>-</p>	<p>-</p>

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<p>♣ Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>♣ Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>O the Iron Age (as above).</p>			
<p>the Roman Empire and its impact on Britain Examples (non-statutory) This could include:</p> <p>♣ Julius Caesar’s attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall ♣ British resistance, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>-</p>	<p>Assessed – A good understanding of the Romans, a choronological understanding of when the period was, understanding about their culture, key events and the impact of them on today’s culture.</p>	<p>-</p>	<p>-</p>
<p>Britain’s settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:</p> <p>♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>-</p>	<p>Assessed – as above with Anglo Saxons.</p>	<p>-</p>	<p>-</p>
<p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include:</p> <p>♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>Assessed A good understanding of Viking raids and invasions, the period of time and features of their culture.</p>
<p>a local history study Examples (non-statutory) ♣ a depth study linked to one of</p>	<p>Assessed-</p>	<p>Assessed –</p>	<p>-</p>	<p>-</p>

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<p>the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Understanding of timings of and locations of:                  O Stone Henge.                  O Bronze Age Barrows in Greenwich.</p>	<p>O Understanding of location and history behind Hadrian’s wall.                  O Understanding of history behind London’s city (Roman) walls.</p>		
<p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Examples (non-statutory) ♣ the changing power of monarchs using case studies such as John, Anne and Victoria ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ♣ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>-</p>	<p>Assessed:                  the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p>-</p>	<p>Assessed:                  ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century                   ♣ the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</p>
<p>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</p>	<p>Assessed: Ancient Egypt                  In depth understanding                  O Location                  O Time of Ancient Egypt                  O Features                  O Culture</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>Assessed: Greece lightning                  Understanding of their achievements                  Understanding on their influence on the western world.</p>
<p>♣ 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;</p>	<p>-</p>	<p>-</p>	<p>Assessed:                  Mexico and the Mayans                  Understanding of time                  Location</p>	<p>-</p>

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Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.			Features of Mayan culture Contrast to British society.	
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Understand the chronologically of when things happened- although not explicitly taught, children should be able to identify the order things happened- this can be supported through the use of a visual timeline in the classroom:

	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> <li>Place events and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this on a time line.</li> <li>Use dates to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and begin to use topic specific terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> <li>Use dates and wide range of historical terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> <li>Use dates and wide range of historical terms accurately in describing and analysing events.</li> </ul>
World History	<ul style="list-style-type: none"> <li>Describe changes that have happened in Britain.</li> <li>Give a broad overview of life in Britain over the periods studied.</li> <li>Compare the times of British History studied with each other.</li> <li>Begin to describe the social, ethnic, cultural or religious diversity of an ancient society.</li> <li>Describe the characteristic features of the past, including ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in Britain.</li> <li>Give a broad overview of life in Britain over the periods studied.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe in depth the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe and compare the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and</li> </ul>

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				experiences of men, women and children.
Research/Interpretation skills	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• With given options, decide upon a suitable source of evidence for historical enquiries.</li> <li>• Describe different historical events explaining some of the reasons why people's lives may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history in periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history in periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify a given statement about the past (e.g. 'Machu Pichu should be protected.')</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past relating to its influence on the present day (e.g. 'The Ancient Greeks had more influence than the Romans on the western world' e.g. I think that _____, because _____)</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate (insurmountable evidence or no overwhelming evidence).</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Use: chronology, era,</li> <li>• Context specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use: chronology, era,</li> <li>• Context specific vocabulary</li> <li>• Learn terminology: 'empire', 'civilization'</li> </ul>	Context specific vocabulary <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li> <li>• Learn and use terminology: 'empire', 'civilization', 'parliament'</li> </ul>	Context specific vocabulary <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li> <li>• Learn and use previously taught terminology when describing historical events</li> </ul>

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