



## KS2 History Progression of Skills

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Chronology</b>	<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>

<p><b>World History</b></p>	<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 experiences of men, women and children.</li> </ul>
<p><b>Research/Interpretation skills</b></p>	<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</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> </ul>

		<p>consequences of some of the main events and changes in history in periods studied.</p>		<ul style="list-style-type: none"> <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>
<p><b>Vocabulary</b></p>	<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>	<ul style="list-style-type: none"> <li>• Context specific vocabulary</li> <li>• Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li> <li>• Learn and use terminology: 'empire', 'civilization', 'parliament'</li> </ul>	<ul style="list-style-type: none"> <li>• Context specific vocabulary</li> <li>• Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li> <li>• Learn and use previously taught terminology when describing historical events (please see previous years' expectations)</li> </ul>