

History progression of skills KS2

	Year 3	Year 4	Year 5	Year 6
Units:	<p>Why did the Mary Rose sink? Substantive knowledge: A study of an aspect of history dating from a period beyond 1666 that is significant to the locality?</p> <p>How did Britain change during prehistory? Substantive knowledge: Changes in Britain from Stone Age to Iron Age</p> <p>Which of the Roman achievements had the most significant impact on Britain? Substantive knowledge: The Roman Empire and its impact of Britain</p>	<p>Did Britain benefit from the settlement of the Anglo Saxons and Scots more than the Romans? Substantive knowledge: Britain's settlement by Anglo Saxons and Scots</p> <p>What did the Vikings want and how did Alfred stop them from getting it? Substantive knowledge: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Why was the Battle of Hastings so significant? What was the legacy of the Normans? Substantive knowledge: A study or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>What was the British Empire how does it compare to the Roman Empire? Substantive knowledge: A study of an aspect of history dating from a period beyond 1666 that is significant to the locality</p> <p>Journeys: The story of migration to Britain. What is migration? Substantive the knowledge: A study of an aspect of history dating from a period beyond 1666 that is significant to the locality</p> <p>Were the Vikings more advanced than the Maya? Substantive knowledge: A non-European society that provides contrasts with British history</p>	<p>What have the Ancient Greeks ever done for us? Substantive knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>What were the achievements of the Ancient Egyptians? Substantive knowledge: The achievements of the earliest civilisations</p> <p>How does crime and punishment change from Anglo-Saxons to the 20th century? Substantive knowledge: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Chronology Including duration/interval/overlap	I can use and understand phrases such as over three hundred years ago and BCE (BC) and CE (AD) (Covered in all units)	I am beginning to understand historical periods overlap each other and vary in length. I can use more precise chronological vocabulary. (Covered in all units)	I can understand past civilisations overlap with others in different parts of the world and that their respective durations vary. (Covered in all units)	I can accurately place civilisations / periods, studied, in chronological order and may take account of some overlap in duration and intervals between them. (Covered in all units)
Characteristic features of the period / society studied	I can describe the main features associated with the period / civilisation studied, mostly using period specific language.	I can give simple explanations that not everyone in the past lived in the same way.	I can understand that some past civilisations in different parts of the world have some important similarities.	I can contrast and make some significant links between civilisations / periods studied.

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	(Covered in Stone Age – Iron Age and Romans units)	I can consistently use period specific language in explanations. (Covered in all units)	I can identify and make links between significant characteristics of a period / civilisation studied and others studied previously. (Covered in Maya unit)	I can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied. (Covered in Ancient Egypt and Ancient Greece unit)
Continuity and change – <i>develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.</i>	I can describe some changes in history over a period of time and identify some things which stayed the same. (Covered in Stone Age - Iron Age and Romans units)	I can describe and give some examples of a range of changes at particular points in their history while some things remained the same. I can explain why changes in different places might be connected in some way. (Covered in Normans)	I can give simple explanations with simple examples of why change happened during particular events / periods. I can understand that there is usually a combination of reasons for any change. I can understand that changes do not impact everyone in the same way or at the same time. (Covered in all units)	I can understand that changes in different places and periods can be connected. I have an overview of the kinds of things that have had an impact on history and are continuous through time and the kinds of things impacting change significantly. (Covered in Ancient Egypt and Ancient Greece unit)
Cause and consequence including short term/long term – <i>developing an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors</i>	I can describe the causes and/or consequence of an important historical event offering more than one example of its results. (Covered in Romans and Mary Rose units)	I can describe with simple examples different types of causes seeing that events happen for different reasons not just human action. (Covered in Anglo Saxons and Viking units)	I can explain consequences in terms of immediate and longer-term effects and /or that people were affected differently. I can link causes or explain that one might be linked to another making event much more likely to happen. (Covered in all units)	I can explain the causes and consequences of quite complex events, even though they might still link some in a simple way. (Covered in all units)

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<p>Historical Significance including short term/long term – <i>develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present)</i></p>	<p>I can understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time). (Covered in Romans and Mary Rose units)</p>	<p>I can identify how significance reveals something about history or contemporary life. (Covered in Anglo Saxons unit)</p>	<p>I can use criteria to make judgements as to the significance against criteria. I can recognise that historical significance varies over time; and by the interpretations of those ascribing that significance (provenance). (Covered in British Empire and Migration unit)</p>	<p>I can make judgements about historical significance against criteria. I can recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance) (Covered in Egypt and Ancient Greece unit)</p>
<p>Historical Interpretation of the past including how and why contrasting views arise – <i>building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilisation and the aims or view of those that developed the construct</i></p>	<p>I can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version. (Covered in Romans and Mary Rose units)</p>	<p>I can describe how different interpretations arise. I can understand that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past. (Covered in all units)</p>	<p>I can understand that different accounts of the past emerge for various reasons – different people might give a different emphasis. I can understand that some interpretations are more reliable than others. (Covered in all units)</p>	<p>I can understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. I can understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance). (Covered in Ancient Egypt and Ancient Greece units)</p>

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<p>Historical enquiry including source comparison and analysis – <i>the development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies</i></p>	<p>I can describe in simple terms how sources reveal important information about the past.</p> <p>I can recognise that the absence of certain types of sources can make it more difficult to draw conclusions. (Covered in Stone Age - Iron Age and Romans units)</p>	<p>I can describe and question the origins and purposes of sources using knowledge of periods and civilisations.</p> <p>I can ask perceptive questions.</p> <p>I know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis. (Covered in all units)</p>	<p>I can explain with examples why sources of evidence are useful to historians. I can use sources with a critical mind. (Covered in British Empire and Migration unit)</p> <p>I can construct simple reasoned arguments about aspects of events, periods and civilisations studied. (Covered in British Empire and Migration unit)</p>	<p>I can construct reasoned arguments about events, periods or civilisations studied.</p> <p>I can begin to question source reliability with reference to the period or civilisation and/or the provenance of a source considering why different sources may give conflicting information and offering reasons for this. (Covered in Ancient Greece unit)</p>
<p>Disciplinary Knowledge – Critical thinking skills</p>	<p>Pupils demonstrate a more nuanced understanding using more sophisticated subject vocabulary of significant people, places, situations, changes and events of British history through synthesising (pulling various sources together into some kind of harmony) relevant information from a broad range of historical sources to explain though more informed responses how and why people lived and behaved at particular times in the past making meaningful links between them.</p>			<p>Pupils reach informed conclusions and make reasoned judgements using increasingly specialised vocabulary as they select and evaluate, critique and justify their use of relevant sources to help them understand aspects of wider world history, make links between time periods and appreciate that the past can be interpreted in different ways.</p>
<p>Substantive concept threads (Main substantive concepts across the school in purple) Those words concerned with the subject matter of history Highlighted red established during KS1 and / or IKS2</p>	<p><u>Mary Rose:</u> Navy, power, war, conflict, reign, Christendom, Empire, invasion, legacy, monarchy</p> <p><u>Stone Age – Iron Age:</u> Society, settlement, tribe, migration, monarchy, trade, legacy, invasion, religion, power, social class, agriculture, economy, technology,</p> <p><u>Romans:</u> Migration, monarchy, trade, legacy, invasion, religion, society, economy, settlement, Civilisation, military, Empire, slave, trade, conflict, country, Natural resources, war</p> <p><u>Anglo-Saxons:</u> migration, monarchy, trade, legacy, invasion, religion, Society, settlement, will, kingdom, country, conflict, war</p> <p><u>Vikings:</u> migration, monarchy, trade, legacy, invasion, religion,</p>			<p><u>Empire:</u> migration, monarchy, trade, legacy, Empire, natural resources, industrial revolution, government, climate, country, trade, economy, war, slave, kingdom, imperialism, commonwealth</p> <p><u>Migration:</u> Trade, legacy, migration Empire, country, natural resources, war, government, country, economy, democracy, slave, imperialism, commonwealth</p> <p><u>Ancient Maya:</u> Migration, monarchy, trade, legacy, invasion, religion, Society, conflict, natural resources, war, climate, agriculture, economy, civilisation, trade, hazard, environment, erosion</p> <p>Ancient Greeks: Migration, monarchy, trade, legacy, invasion, religion, Civilisation, war, power, military, kingdom, society, empire, conflict, society, government,</p>

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	<p>Society, settlement, economy, kingdom, climate, conflict, war, natural resources, country,</p> <p><u>Normans:</u> migration, monarchy, legacy, invasion, power, castle, natural resources, settlement, society, tourism, military, migration, medieval, social class, economy, kingdom,</p>	<p><u>Crime and Punishment</u> law, government, monarchy, religion, heresy, traitor, <u>Ancient Egyptians:</u> Migration, monarchy, trade, legacy, invasion, religion, Civilisation, conflict, disease, military, empire, society, location, agriculture, power, transport, war</p>
<p><i><u>Additional specialist vocabulary and key term threads. High-lighted red – established during Key Stage 1</u></i></p>	<p><u>Stone Age – Iron Age</u> Primary evidence, secondary evidence, archaeologist, artefact, timeline, BCE, excavation, Hunter-Gatherer, knapping, ceremony, Mesolithic, hillfort, anachronism, subsistence, nomadic, domesticate, Palaeolithic, Neolithic</p> <p><u>Romans:</u> Primary evidence, secondary evidence, CE, invasion, artefact, millennium, conquest, occupy, uprising, lanista, gladiator, emperor, resistance, authority, pacify, plebeian, philosopher, reel, conquer, <u>Mary Rose:</u> Primary evidence, secondary evidence, CE, reconstruction, fleet, duration, intervals</p> <p><u>Anglo-Saxons:</u> Primary evidence, secondary evidence, CE, timeline, chronology, millennium, century, Roman Catholicism, pope, chronicle, noble, social class, feudal, monks, monastery, nuns, barbarian, pagan, conversion, Christian, status, serf, reconstruct, treaty, rule</p> <p><u>Vikings:</u> Primary evidence, secondary evidence, conversion, Norsemen, longship, legend, territory, witan, motive, pagan, chronicle, myth, legacy, occupy, homeland, resist</p> <p><u>Normans:</u> Primary evidence, secondary evidence, invasion, tapestry, knight, commoner, subdue, defence, deterrent, feudal, tribute, noble, serf, conquer, intimidate, chronicle, tax</p>	<p><u>Empire:</u> Ruler, conquer, Prime minister, parliament, indigenous, occupy, invasion, battle, Sovereign, self-governing, exploit, imperial, colony, independent, maintain, manufacture, freedom, president, rights, federation</p> <p><u>Migration:</u> Prime minister, colony, sovereign, self-governing, independence, imperial, freedom, rights</p> <p><u>Ancient Mayans:</u> Artefact, ceremonial, reconstruct, city, expedition, timeline, restoration, tropical, famine, deforestation, water cycle, flash flood, overpopulation, rainforest, rediscover, eclipse, drought</p> <p><u>Ancient Greece:</u> Artefact, city-state, ruler, conquest, Sparta, Troy, siege, legend, manuscript, authenticate, envoy, deception, myth, engraving, mosaic, depiction, warrior</p> <p><u>Ancient Egypt:</u> Pharaoh, conquest, archaeologist, timeline, ceremony, artefact, Book of the Dead, Valley of the Kings, worship, intercede, sarcophagus, embalm, pyramid, Ma'at, revere, forensic, alliance, desiccate, hieroglyphics, sphinx</p>