

KS2 History Skills Progression

Coverage	Year 3	Year 4	Year 5	Year 6
Areas of Study	Changes in Britain from the Stone Age to the Iron Age: Stone Age The Roman Empire and its impact on Britain: The Romans The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt and Dragons and Dynasties		A Non-European society that provides contrast with British History: Mayan Civilisation and Vikings c. A.D. 900 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 : Shackleton's voyage to Antarctic and World War 2 Ancient Greeks a study of Greek life and achievements and their influence on the western world	
Chronological Understanding <i>Children will begin to develop chronological knowledge and understanding.</i>	To start to be able to plot three or key events from Local, British and World history on a time line. Show an awareness of people, objects and places and events in the world, past and present. Understand that the past can be divided into different periods of time. Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini).	To be able to plot three or four key events from Local, British and World history on a time line. Be able to describe people, objects and places and events in the world, past and present. Be able to describe changes over time. Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini).	To be able to plot six or seven key events from Local, British and World history on a time line. Be able to describe features of past societies and periods in the context of their developing chronological framework. Identify changes over time and make connections between local, national and international history. Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini).	To be able to plot nine of ten key events from Local, British and World history on a time line. Be able to make links between features within and across different periods. Identify changes over time and make connections between local, national and international history as well as social, Economic, military, political, religious and cultural histories. Understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini)
Events, Individuals and local history	To be able to talk about different events from history.	Have some factual knowledge and understanding of aspects of the history of Britain and the wider world.	To understand and explain how and why life was different in a wider range of historical periods, with an explanation of cause for the way of life.	To show a good understanding of how life was different, why it was different and how it was the same and the significance of these periods of history in terms of human development.

<i>Children will begin to develop some understanding of British, local and world history.</i>	To start to explain why life was different in these periods and why. To start to identify differences.	To be able to explain how life was different in these periods and why. Observe, describe and compare objects, places, people and events, and offer explanations for this.	Observe, describe and compare showing an increasing depth of factual knowledge and understanding of the influence of Britain and the wider world. To understand cause and consequence in historical events.	Recognise the links and relationships between people, places, objects and events and how they can be dependent on each other. Begin to recognise continuity and changes and give reasons for these.
<i>Historical Sources/ Interpretation</i> <i>Children will understand how our knowledge of the past can be developed using a range of sources.</i>	Start to understand there are a range of sources that can be used for historical understanding. Begin to talk about which historical sources are most useful to give us information. Find information independently and use sources of information to answer questions.	Talk about the range of sources that can be used for historical understanding. Begin to select and combine different information from different sources. Show some understanding that events and results can be interpreted in different ways. Consider what sources of information can be used to answer questions and selection information from sources provided.	Start to understand and question the varying validity and reliability of sources. Demonstrate understanding that events, changes, people and results can be represented and interpreted in different ways and suggest reasons for this. To think critically about evidence and its usefulness. Draw conclusions consistent with the evidence.	Discuss and question the validity and reliability of sources. Develop own lines of enquiry. Select from a range of information, sources and sources of evidence in order to answer a question. Evaluate sources of information and identify the most useful ones, developing perspective and judgement. Think critically, sifting arguments and weighing evidence of people and objects when developing and communicating ideas about Britain and the wider world past and present.
<i>Communication and organisation</i> <i>Children will begin to devise</i>	Ask questions that will help develop historical understanding. Use a variety of different genres of writing, drawing, diagrams, data - handling, drama, role-play, story telling and ICT.	Ask questions about what we know and don't know and think about why we do or don't know these answers. Ask perceptive questions about the past. Use a variety of different genres of writing, drawing, diagrams, data -	Ask questions about why, when and how people lived or behaved as they did? To ask perceptive questions about the past and begin to follow own lines of enquiry to investigate possible answers.	Ask questions about why, when and how people lived or behaved as they did? What we can learn from a variety of sources to answer these questions? To ask perceptive questions about the past and follow own lines of enquiry to

historically valid questions		handling, drama, role-play, story telling and ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and ICT.	investigate possible answers. Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and ICT.
Key Vocabulary	- AD - ancient - artefact - BC - chronological - evidence - fossil - source	- century - chronological - civilisation - country - decade - invaders - military - society	- social - economic - philosophy - settlement - culture	- primary sources - secondary sources - reliability
Useful websites and other information	https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-the-romans/ (Romans) https://www.bbc.co.uk/bitesize/articles/zcwcwsg#zfcycxs (Romans) https://www.bbc.co.uk/bitesize/topics/zg87xnb (Egyptians) https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt (Egyptians)		https://www.newhavenfort.org.uk/ (WW2) https://www.iwm.org.uk/history/second-world-war (WW2) https://www.bbc.co.uk/bitesize/topics/zq6svcw (Maya) https://www.history.org.uk/primary/categories/934/module/8747/resource-sharing-hub-key-stage-2/9836/anglo-saxons-and-vikings (Vikings and Anglo-Saxons) https://www.nasa.gov/from-hidden-to-modern-figures/ (Space)	
Trips or Visits	History off the Page (Romans) Kent Life (Egyptians)		Kent Life (WW2) Local area walk (WW2)	