

## History KS2 Curriculum Subject Skills Progression

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and challenges of their time.

### History curriculum intent

#### Nurture

All children will have the chance to explore the awe and wonder of the historical world around them. Children will be given the chance to explore the historical aspect of the area in which we live. Within the safety of our nurtured environment we will understand the history of the world from the earliest times to the present day and have time to explore these important events.

#### Cherish

All children will be given the opportunity through history to recognise the effects on both the local environment and also the wider world. They will explore how events in the past have created and enhanced the world around us. The children will learn to cherish the history of our country and other historical events.

#### Shine

Through carefully planned historical trips and events children will be given the time to shine. These inspirational days will plant the seed of inquisition from which the children will become independent, innovative thinker. This will equip them to enquire and question the world and area around them.

#### Flourish

All children will be provided with opportunities to flourish using their historical skills and knowledge. Through sequenced and progressive learning, the children are equipped to succeed in their endeavours. Through enquiry the children will respond to a range of questions embedding their taught skills and knowledge. This will allow them to explore place regardless of physical and social experience.

Skill	Year 3	Year 4	Year 5	Year 6	End of Key Stage expectations	Vocabulary
<b>Historical Enquiry</b>	I can use research skills to find answers	I research two versions of an event	I research to find differences between	I research in order to find similarities	Regularly address and sometimes	research, questions, similarity,

	to specific historical questions.  I can research in order to find similarities and differences between two or more periods of history.	and explain how they differ.	two periods of history.	and differences between two or more periods of history.	devise historically valid questions about change, cause, similarity and difference, and significance.	difference, change, cause,
<b>Chronological understanding</b>	I can use a timeline within a specific period of history to set out the order that things may have happened.  I can use my mathematical knowledge to work out how long ago events happened.	I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).  I can plot events on a timeline using centuries.	I describe events from the past using the dates things happen.  I know how an event or events from the past has shaped our life today.  I draw a timeline with different historical periods showing key historical events or lives of living people.	I know how to place features of historical events and people from the past societies and periods in a chronological framework. I know about the main events from a period of history, explaining the order of events and what happened	Note connections, contrasts and trends over time	timeline, chronology, civilizations, connections, contrasts, events, trends, societies, periods,
<b>Knowledge and interpretation</b>	I can describe events from the past using dates when things happened.	I research what it was like for children in a given period of history and present	I know how the lives of wealthy people were different from the lives of poorer people.	I can describe the features of historical events and impact on way of life from periods I have	Construct informed responses that involve thoughtful selection and organisation of	interpret, influence, wealth, poverty, present, historical information,

	<p>I know about the impact that one of these periods had on Britain.</p>	<p>my findings to an audience</p> <p>I know about the impact that one of these periods of history had on Britain and the world.</p> <p>.</p>	<p>I know how Britain has had a major influence on the world.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>I can explain how Parliament affects decision making in England.</p>	<p>studied; presenting to an audience.</p>	<p>relevant historical information</p> <p>Develop the appropriate use of historical terms</p>	<p>historical terms, responses</p>
<b>Areas of Study</b>						
<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p>	<p>I know about how the Stone Age people hunted for their food and what they ate.</p> <p>I know about many of the differences between the Stone, Bronze and Iron Ages.</p> <p>I know what people learnt from Stone Age paintings.</p>				<p>Changes in Britain from the Stone Age to the Iron Age</p>	

	I am able to describe what a typical day would have been like for a Stone Age man, woman or child.					
<b>The Roman Empire and its impact on Britain</b>		I know about at least three things that the Romans did for our country. I know why the Romans needed to build forts in this country. I know that Rome was a very important place and many decisions were made there. I know about the lives of at least two famous Romans.			The Roman Empire and its impact on Britain	
<b>Britain's settlement by Anglo-Saxons and Scots</b>			I know where the Anglo-Saxons came from. I know at least two famous Anglo-Saxons. I use a time line to show when the Anglo-Saxons were in England.		Britain's settlement by Anglo-Saxons and Scots	

			<p>I know the link between Anglo-Saxons and Christianity.</p> <p>I know that many Anglo-Saxons were farmers.</p> <p>I know that the Anglo-Saxons gave us many of the words that we use today.</p>			
<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p>				<p>I know that Britain was invaded on more than one occasion.</p> <p>I know that the Anglo-Saxons and Vikings were often in conflict.</p> <p>I know how to use a timeline to show when the Vikings' raids started.</p> <p>I know why the Vikings often overpowered the Anglo-Saxons.</p> <p>I show on a map where the Vikings came from and where they invaded our country.</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	

				I know that many Vikings came to our country as peaceful farmers.		
<b>A local history study - Shakespeare</b>		I research to find answers to specific historical questions about our locality. I know how our locality today has been shaped by what happened in the past.			A local history study - Shakespeare	
<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Battle of Britain, WWII</b>			I know how crime and punishment has changed over a period of time.		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Battle of Britain, WWII	
<b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</b>				I know that many of the early civilizations gave much to the world.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt	

<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p>	<p>I know about and can talk about the struggle between the Athenians and the Spartans. I know about some of the things that the Greeks gave the world. I know that the Greeks were responsible for the birth of the Olympics. I know that the Greek Gods were an important part of Greek culture. I know how to locate Greece on a map.</p>					
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