

Historical skills	Historical significance	Similarity and difference	Change and continuity	Cause and consequence	Evidence
Year 3		Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences. We challenge the label of 'ancient Greek', and question whether all these people would have had similar experiences. We talk explicitly about the differences in city-states, and the different experiences of men, women and children in Athens' democracy.		Some things have lots of causes that are connected in some way. We consider the reasons why the Egyptian pharaoh was so powerful and how they are connected and can be mutually supportive (e.g. they were often viewed as warrior kings who conquered other places, and this brought new wealth which was another reason as to why the pharaoh was powerful).	We use vocabulary like 'decade' and 'century'.
Year 4	Historians can set their own criteria for what they consider to be significant and why it should be studied. We make our own arguments	Historians can consider the similarities and differences between people in two historical civilisations. We can compare the experiences of people in two	The impact of larger-scale changes can be seen in [my local area].	Political maps change over time. We learn about how the size and boundaries of the early Islamic civilisation changed over time, as the caliph lost or gained lands.	We describe historical periods and time using dates [AD only] and as a given number of years ago (up to 1000, as per mathematics knowledge).

	as to why we – and next year’s Year 4 – should learn about the Early Islamic Civilisation.	different civilisations. We learn about the ancient Maya and compare this civilisation with ancient Greece, e.g. city-states, beliefs and buildings.		Local history archives can be an invaluable source of information for historians. We use sources in our local area as part of our local history project.	We place dates (AD only) on a timeline. We convert between a year and a century.
Year 5	The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence. We talk about why some civilisations are studied more than others, and how and why this is changing.	Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics. We learn about the diversity of the Roman empire, and the range of experiences that people could have within it.	Changes do not always follow one trajectory, and changes do not always mean progress. We learn about how Rome grows and then shrinks; how the average Roman citizen gained more power in the republic and then less in the empire; and how Romans persecuted Christians more, and then less as the empire became more tolerant. Changes can take place gradually (evolution) or very rapidly and completely (revolution).	Historians need to cross-reference sources in order to build confidence in what they say. We cross-reference two written sources as well as archaeological evidence and use these to say whether or not farming was taking place in Britain before the Romans’ arrival.	Now we are secure in negative numbers in mathematics, we can use AD (CE) and BC (BCE) accurately. We add ‘ millennium ’ to our vocabulary of a way of describing time.

			We visualise some of the changes taking place in Rome on a graph, e.g. the size of the empire on the y-axis and the time along the x-axis. This helps us to see how the rate of changes could vary.		
Year 6	What historians consider to be significant is different to different people at different places and times. We, as historians, can recognise reasons for why we are studying something in a particular place or time. We talk about how today's context shapes what we learn about in history lessons, and why we are learning about (e.g.) the British		Historians can identify and analyse examples of resistance to change. Historians' understanding of how and why changes took place develops over time.	Archaeologists follow a very similar process to scientists. We learn about Sutton Hoo and how archaeologists went about their investigation.	We use key dates to compare the timing of two events, considering how closely together or far apart they occurred.

	civil rights movement in school, when the adults at home probably did not.				
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