

History Progression Through KS2 at



National Curriculum Programmes of Study					
Historical Knowledge		Year 3	Year 4	Year 5	Year 6
		Pupils should be taught about:			
	Knowledge & Understanding of British History	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 			
	Local History	<ul style="list-style-type: none"> a local history study 			
	Knowledge & Understanding of Wider World History	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
History Skills and Concepts		<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions. Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information. Understand that different versions of the past may exist, giving some reasons for this. 			

Knowledge Progression				
	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge – Children should be taught about...				
Knowledge & Understanding of British History	<p><u>Pre-historic Britain – Stone Age to Iron Age:</u> Changes in Britain from the Stone Age to the Iron Age, including the chronology and changes during this time period, the lifestyle of stone age man, farming, the discovery of Skara Brae and Stone Henge.</p> <p>Significant places/buildings/structures: Lunt Meadows, Formby beach, Stone Henge, Skara Brae, Maiden Castle</p> <p>Significant people: Cheddar Man</p>	<p><u>Romans:</u> The Roman empire and its impact on Britain, including the invasions on Britain, the success of its armies, Boudicca's rebellion, Roman towns and the legacy of the Romans.</p> <p>Significant places/buildings/structures: Links to Liverpool? Roman baths</p> <p>Significant people: Boudicca, Septimius Severus (York – Alison Hammond video)</p>	<p><u>Anglo-Saxons and Vikings:</u> The Viking and Anglo-Saxon struggle for the kingdom of England, Britain's settlement by Anglo-Saxons, invasions, their life, kingdoms, culture.</p> <p>Significant places/buildings/structures: Crosby and surrounding areas</p> <p>Significant people: King Alfred, Aethelflaed (Alfred's daughter)</p> <p><u>British History beyond 1066 – Monarchs:</u> King John and his links to Liverpool, Henry VIII and the Reformation, religion in Tudor times.</p> <p>Significant places/buildings/structures: Merchant Taylors (Tudor times)</p> <p>Significant people: King John, Henry VIII, Elizabeth II</p>	<p><u>British History beyond 1066 – A child in time</u></p> <p><u>Industrial Revolution –</u> Focusing on the importance, the cotton industry, the steam engine, the importance of coal and iron and the development of canals.</p> <p><u>Victorians –</u> Looking at the workhouses, child apprentices, coal mines</p> <p><u>World War II –</u> Focusing on the causes, evacuation, the Home Front and the importance of propaganda.</p> <p>Significant places/buildings/structures: Liverpool bombings – rubble on Crosby beach, Crosby Windmill 1812</p> <p>Significant people: Queen Victoria</p>
Local History	Local History Study – A week spent looking at the local history of Crosby, Liverpool and the surrounding areas.			
Knowledge & Understanding of Wider World History	<p><u>Ancient Egypt:</u> A depth study of ancient Egypt, including the importance of the Nile, the great pyramids, mummification and the life of ancient Egyptians.</p> <p>Significant places/buildings/structures: Egypt, pyramids, Valley of the Kings, River Nile</p> <p>Significant people: King Tutankhamun, Howard Carter, Cleopatra</p>	<p><u>Ancient Greece:</u> A study of Greek life and achievements and their influence on the western world.</p> <p>Significant places/buildings/structures: Greece, temples</p> <p>Significant people: Alexander the Great</p>	<p><u>Mayan Civilisation:</u> A non-European society that provides contrasts with British history, focusing on the Mayans – their importance, society, number system and religious beliefs.</p> <p>Significant places/buildings/structures: central America, Tikal, Palenque, pyramids</p> <p>Significant people: Pakal the Great, The Red Queen</p>	
Lower Key Stage 2			Upper Key Stage 2	

Substantive Skills and Concepts

Chronological Knowledge	<p>Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>	<p>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</p> <p>Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>
<p style="text-align: center;">Disciplinary Knowledge – <i>knowledge of second order concepts and the approach of historical enquiry.</i> <i>Children should know how to...</i></p>		
Historical Enquiry – Using Sources and Communicating Ideas	<p>Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses.</p> <p>Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions.</p> <p>Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>
Cause and Consequence	<p>Identify and comment on the importance of causes and consequences of historical events and changes.</p>	<p>Identify, give reasons for & explain the significance of causes & consequences of historical events/changes.</p>
Change and Continuity	<p>Make valid statements about the main changes occurring within and across periods.</p>	<p>Make valid statements about the changes occurring within & across periods, and compare the importance and nature of these changes.</p>
Similarities and Differences	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period.</p>	<p>Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</p>
Historical Significance	<p>Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.</p>	<p>Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.</p>
Historical Interpretations	<p>Understand that different versions of the past exist, and explore possible reasons for this.</p>	<p>Understand that different versions of the past exist, explaining how & why this is possible, appreciating that historical figures had points of view.</p> <p>Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.</p>

PROGRESSION MAP

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological Understanding	<ul style="list-style-type: none"> Place the time studied on a timeline – Stone Age to Iron Age. Use dates and terms related to the area of study and passing of time. Sequence several events or artefacts – Ancient Egypt. 	<ul style="list-style-type: none"> Place events from period studied (Ancient Greeks, Romans) on a timeline. Use terms associated with the period and begin to date events. Understand more complex terms e.g. BC/BCE/AD. 	<ul style="list-style-type: none"> Know and sequence key events from the period studied (Vikings and Monarchs, 1066). Use relevant terms and period labels. Make comparisons between different periods in the past. 	<ul style="list-style-type: none"> Place current period of study on a timeline in relation to other periods studied – beyond 1066. Use relevant terms and dates. Sequence up to 10 dates on a timeline.
Knowledge and Understanding of past events, people and changes in the past	<ul style="list-style-type: none"> Find out about every-day lives in the Stone Age to Iron Age and Ancient Egypt - compare with life today. Identify reasons for and result of people's actions. 	<ul style="list-style-type: none"> Use evidence to reconstruct life in Roman Britain/Ancient Greeks. Identify key features of period. Look for links and effects and offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Study different aspects of people e.g. difference between men and women, Anglo-Saxons and Vikings. Examine cause and effects of significant events – e.g. Norman Conquest, Reformation (impact on people). Compare life in early and late period being studied. Compare aspect of life being studied with another period. 	<ul style="list-style-type: none"> Explore differences in religion, beliefs, characteristics, behaviour recognising that people think differently. Compare these with other periods studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied - Victorians, World War II.
Historical Interpretation	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented – pre-history. Distinguish between different sources – compare different 	<ul style="list-style-type: none"> Look at the evidence available – trip to Grosvenor Museum in Chester – Romans. Begin to evaluate the usefulness of different sources. 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. Trip to Liverpool Museum 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion (be aware that different

	<p>versions of the same story.</p> <ul style="list-style-type: none"> ○ Look at representations of the period – World Museum trip (Ancient Egypt), cartoons etc. 	<ul style="list-style-type: none"> ○ Use books (inc. textbooks), own knowledge, Ancient Greek visitor. 		<p>evidence will lead to different conclusions).</p> <ul style="list-style-type: none"> ○ Confidently use the library and internet for research. ○ Trip to Quarry Bank Mill and Victorian Day
Historical Enquiry	<ul style="list-style-type: none"> ○ Use a range of sources to find out about a period. ○ Select and record information relevant to the study. ○ Begin to use text books and the internet for study with increased independence. 	<ul style="list-style-type: none"> ○ Use evidence to build up a picture of a past event. ○ Choose relevant material to present a picture of one aspect of life in time past. ○ Ask a variety of questions. ○ Use books and internet for research. 	<ul style="list-style-type: none"> ○ Begin to identify primary and secondary sources. ○ Use evidence to build up a picture of a past event. ○ Select relevant sections of information. ○ Use books and internet for research with increasing confidence. 	<ul style="list-style-type: none"> ○ Recognise primary and secondary sources. ○ Use a range of sources to find out about an aspect of time past. ○ Suggest omissions and the means of finding out. ○ Bring knowledge gathered from several sources together in a fluent account.
Organisation and Communication	<ul style="list-style-type: none"> ○ Communicate knowledge through: discussion; drawing pictures; drama/role play; making models; using ICT. 	<ul style="list-style-type: none"> ○ Recall, select and organise historical information. ○ Communicate knowledge and understanding. 	<ul style="list-style-type: none"> ○ Recall, select and organise historical information. ○ Communicate knowledge and understanding. 	<ul style="list-style-type: none"> ○ Select and organise information to produce structured work, making appropriate use of dates and terms.