


Brough Primary School – Progression in History Skills KS2



Information given is for each of three phases, the different types of historical based skills and finally our school wide history topics.
(See separate file for assessment opportunities).

	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
<p>Chronology</p> 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Order things over a larger timescale discussing the size of gaps between events. <p>Romans- <i>Who were the Romans and would they have enjoyed coming to Britain? Who was Boudica and how did she become famous?</i></p> <p>Ancient Mayans (from 2600 BC)- <i>What evidence do we have that the Mayans were an advanced civilisation? What caused the Mayan civilisation to die out?</i></p> <p><u>Year 4</u></p> <ul style="list-style-type: none"> Begin to understand how events separated by many years can be related. <p>Victorians- <i>How have Victorian children made my life better? What was the impact of the railways on</i></p>	<p><u>Year 5</u></p> <ul style="list-style-type: none"> More clearly understands the impact of historical events on later periods of history. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Stone Age – <i>Where and when was Skara Brae? What do we know about it? What are the main differences between life today and in the Stone Age.</i></p> <p>World War 11- <i>What was the Blitz? What effect did the declaration of war have on the British people?</i></p> <p>Ancient Greece – <i>When were the Ancient Greeks and what can we learn from them? How significant is the legacy of Ancient Greece for life today?</i></p> <p><u>Year 6</u></p> <ul style="list-style-type: none"> Decide whether an event was significant in causing later events in a period of history by making connections. <p>Local history (Wilberforce and Slavery- Transatlantic Slave trade & Fishing in Hull) <i>What is the legacy today? What do</i></p>

Brough Primary School – Progression in History Skills KS2



Information given is for each of three phases, the different types of historical based skills and finally our school wide history topics.

(See separate file for assessment opportunities).



	<p><i>my life today? Looking at sources of evidence and the work of Victorian philanthropists.</i></p> <p>Vikings- <i>What evidence do we have that the Vikings and Anglo-Saxons were ever here? What is the legacy of the Viking invasion of Britain? Why was the raid at Lindisfarne significant?</i></p> <p>Ancient Egypt- <i>What can we learn from Ancient Egyptian writing? Who were the Pharaohs and why were they so important? What is the legacy of the Egyptian dynasty? What are the differing opinions regarding the death of Tutankhamen? How can we use historical sources of evidence to aid our thinking and check the reliability?</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>All those listed in Phases 1 & 2 plus: - Ancient, modern, decade, century, millennium.</i> 	<p><i>we know about the people from Hull who have played a significant role in history? What do we know about the fishing industry in Hull? How did the Headscarf Revolutionaries make life for fishermen safer at sea?</i></p> <p>Titanic- <i>What was the Titanic, and why do people still talk about it today? What was the world like when the Titanic was designed and built? What is the latest thinking about the causes of the disaster? Is it appropriate to try to apportion blame to an individual or organisation? What is the legacy of the Titanic Disaster?</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>All those listed in Phases 1, 2 & 3 plus: - Chronology, AD, BC, period, duration, continuity, sequence.</i>
<p>Historical Sources</p>	<p><u>Year 3</u></p> <ul style="list-style-type: none"> ● Begin to explore a range of secondary resources to differentiate between fact and opinion. <p><u>Year 4</u></p> <ul style="list-style-type: none"> ● Understand the differences between primary and secondary resources. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> ● Use a range of primary and secondary resources for historical enquiry. <p><u>Year 6</u></p> <ul style="list-style-type: none"> ● Suggest valid historical resources for investigating

Brough Primary School – Progression in History Skills KS2



Information given is for each of three phases, the different types of historical based skills and finally our school wide history topics.

(See separate file for assessment opportunities).

	<p style="text-align: center;"><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ All those listed in Phases 1 & 2 plus: <i>Fact, truth, certainty, opinion, belief, primary sources, secondary sources, artefacts.</i> 	<p style="text-align: center;">a historical period or event.</p> <p style="text-align: center;"><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ All those listed in Phases 1, 2 & 3 plus: - <i>First-hand, original, interpret.</i>
<p>Vocabulary</p> 	<p><u>Year 3 -</u></p> <ul style="list-style-type: none"> • Language specific to the topic <p><i>Romans and Ancient Mayans</i> <i>Romans - colosseum, mosaic, amphitheatre, centurion, chariot, gladiator, emperor</i> <i>Mayans - maize, cacao beans, Chichen Itza, stelae, civilisation, astronomy</i></p> <p><u>Year 4 -</u></p> <ul style="list-style-type: none"> • Language specific to the topic <p><i>Ancient Egyptians</i> <i>Pyramid, mummy, canopic jars, River Nile, hieroglyphics, pharaoh, scarab beetle, sphinx</i></p>	<p><u>Year 5 -</u></p> <ul style="list-style-type: none"> • Language specific to the topic <p><i>Stone Age, WW2 and Ancient Greece</i> <i>Stone Age – Neolithic, Skara Brae, Stone Henge</i> <i>WW2 - Winston Churchill, Adolf Hitler, air raid, Blitz, Spitfire, holocaust, rationing, evacuation, axis, ally, neutral</i> <i>Ancient Greece - Olympics, Sparta, Athens, vase, empire, parthenon, Mount Olympus</i></p> <p><u>Year 6 -</u></p> <ul style="list-style-type: none"> • Language specific to the topic <p><i>Triple Trawler Disaster</i> - <i>fishing industry, fisherman, fishing port, community, trawlermen, Headscarf Revolutionaries, Lillian Bilocca</i> <i>Slavery</i> - <i>slave, segregation, colony, auction, exploitation, plantation, abolition, middle passage, triangular trade, William Wilberforce</i></p>

Brough Primary School – Progression in History Skills KS2



Information given is for each of three phases, the different types of historical based skills and finally our school wide history topics.

(See separate file for assessment opportunities).



		<p><i>Titanic - unsinkable, lifeboat, iceberg, voyage, captain, mirage, optical illusion, passenger, crew, ocean, capacity, disaster, collision, Southampton, White Star Line, Captain Edward Smith.</i></p>
--	--	---

Brough Primary School – Progression in History Skills KS2



Information given is for each of three phases, the different types of historical based skills and finally our school wide history topics.

(See separate file for assessment opportunities).

<p>Historical Enquiry</p> 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Begin to suggest questions that are focussed on the topic. <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Ask questions that are focussed and purposeful. <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>All those listed in Phases 1 & 2 plus: - Analysis, query, research, discussion, knowledge, evidence.</i> 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Ask questions that are centred on important historical aspects. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Ask questions that aim to make connections between historical events. <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>All those listed in Phases 1, 2 & 3 plus: - Probe, inquest, relevance, structured, thoughtful selection, organisation, informed responses. evidentially supported.</i>
<p>Analyse and Evaluate the Past</p> 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Understand how and why life was different during different historical periods. <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Make observations on and question the significance of historical events and their legacy. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Explore important historical periods outside of Europe and question the impact they had on the world. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • A detailed study of a local historical figure (William Wilberforce) and their modern-day legacy. • Explore an important historical event (Titanic and The New World around 1912) and question the impact the event had on the world.

Brough Primary School – Progression in History Skills KS2



Information given is for each of three phases, the different types of historical based skills and finally our school wide history topics.

(See separate file for assessment opportunities).

	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none">❖ <i>All those listed in Phases 1 & 2 plus: - Legacy, heritage, outcome, aftermath, development, advancement.</i>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none">❖ <i>All those listed in Phases 1, 2 & 3 plus: - Consequence, consequential, progression, perceive, scrutinise, influence.</i>
--	---	--