

Brough Primary School – Progression in History Skills in KS2








Information given is for each of the three phases, including historical skills and school wide history topics (see separate file for assessment opportunities).

Years 3, 4, 5 & 6

Key Stage 2 National Curriculum

- *changes in Britain from the Stone Age to the Iron Age (Year 3/4)*
- *the Roman Empire and its impact on Britain (Year 3/4)*
- *Britain's settlement by Anglo-Saxons and Scots (Year 3/4)*
- *the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 3/4)*
- *a local history study (Year 5/6)*
- *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Year 5/6)*
- *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 (Year 5/6)*
- *Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year 5/6)*
- *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 (Year 3/4)*


Historical Skills

Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance
						

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	<u>Phase 3- Years 3 and 4</u>		<u>Phase 4- Years 5 and 6</u>			
Chronology 	<u>Chronology-</u> <ul style="list-style-type: none"> Order events using a timeline. Begin to compare different time periods. Develop increasingly secure chronological knowledge and understanding of history- local, British and world. Use correct terminology to describe events in the past. <p><i>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <ul style="list-style-type: none"> <i>Stone Age to the Iron Age</i> <i>Roman Empire and its impact on Britain</i> <i>Britain's settlement by Anglo-Saxons and Scots</i> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England</i> <i>Non-European society – Mayan civilization</i> 		<u>Chronology-</u> <ul style="list-style-type: none"> Sequence up to ten events over a larger timescale (beyond 1066). Note connections, contrasts and trends over time and develop the appropriate use of historical terms. <p><i>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <ul style="list-style-type: none"> <i>Ancient Egypt</i> <i>Ancient Greece</i> <i>Changes within crime and punishment</i> <i>The Industrial Revolution</i> <i>The Battle of Britain</i> <i>Triple Trawler Disaster (local study)</i> 			
	<u>Key Vocabulary</u>		<u>Key Vocabulary</u>			

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	❖ <i>Timeline, time period, sequence, events, dates, artefacts, historical figures, era, ancient, century, decade, BC, AD</i>	❖ <i>Timeline, time period, sequence, events, dates, artefacts, historical figures, era, ancient, century, decade, BC, AD, chronology, continuity, change, legacy</i>
	<u>Phase 3- Years 3 and 4</u>	<u>Phase 4- Years 5 and 6</u>
Sources of Evidence 	<p><u>Historical Sources-</u></p> <ul style="list-style-type: none"> • Use a variety of sources to find out about aspects of life in the past. • Begin to evaluate the usefulness of different sources. <p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>*All Year 3 / 4 units of work will include opportunities to use sources of evidence to support learning about the past.</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Question, find out, evidence, collect, research, sources, artefacts, historians, investigate, archaeologist</i> 	<p><u>Historical Sources-</u></p> <ul style="list-style-type: none"> • Identify primary and secondary sources to find out about an aspect of time past. • Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims. • Bring knowledge gathering from several sources together in a fluent account. <p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>*All Year 5 / 6 units of work will include opportunities to use sources of evidence to support learning about the past.</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Question, find out, evidence, collect, research, sources, primary / secondary, artefacts, historians, investigate, archaeologist, reliability, usefulness</i>

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	<u>Phase 3- Years 3 and 4</u>	<u>Phase 4- Years 5 and 6</u>
Similarities and Differences 	<p><u>Similarities and Differences-</u></p> <ul style="list-style-type: none"> Identify and explain similarities and differences across periods studied. Make valid statements about the main changes occurring in the units studied. <i>The Maya and the Stone Age (British society).</i> <i>Life in Roman Britain / the Stone Age.</i> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <i>Similarity, difference, explain, evidence, changes.</i> 	<p><u>Similarities and Differences-</u></p> <ul style="list-style-type: none"> Compare similarities, differences and changes within and across a wide range of periods in suitable depth. Articulate a coherent narrative that highlights the depth of their knowledge and understanding. <i>Make links between different periods and societies (Victorians / Romans)</i> <i>Crime and Punishment- changes from 1066 to the present.</i> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> <i>Similarity, difference, explain, evidence, changes, depth, knowledge, reasoning.</i>
Historical Enquiry	<p><u>Historical Enquiry-</u></p> <ul style="list-style-type: none"> Ask and answer questions about the past. Begin to note connections, contrasts and trends over time. 	<p><u>Historical Enquiry-</u></p> <ul style="list-style-type: none"> Ask and answer questions about the past, considering aspects of change and significance. Note connections, contrasts and trends over time. Bring knowledge gathered from several sources together in a fluent account to support a historical argument.

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	<p><i>*All Year 3 / 4 units of work will include opportunities to enquire about the past.</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ Questions, evidence, change, significance, connections, contrasts, trends. 	<p><i>*All Year 5 / 6 units of work will include opportunities to enquire about the past.</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ Questions, evidence, change, significance, connections, contrasts, trends, relevance, structured, thoughtful selection, organisation, informed responses, evidentially supported.
	<p><u>Phase 3- Years 3 and 4</u></p>	<p><u>Phase 4- Years 5 and 6</u></p>
<p>Analyse and Evaluate the Past</p> 	<p><u>Analyse and Evaluate the Past-</u></p> <ul style="list-style-type: none"> • Understand how and why life was different during different historical periods. <p><i>*All Year 3 / 4 units of work will include opportunities to analyse and evaluate the past.</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ Analyse, evaluate, how, why, explore, research, explain, development. 	<p><u>Analyse and Evaluate the Past-</u></p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Explore a significant historical event and question the impact the event had on Britain / the wider world. <p><i>*All Year 5 / 6 units of work will include opportunities to analyse and evaluate the past.</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ Analyse, evaluate how, why, explore, research, explain, develop, impact, consequence, consequential, progression, perceive, scrutinise, influence.

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<p>Cause and Consequence</p> 	<p><u>Cause and Consequence-</u></p> <ul style="list-style-type: none"> Address and devise historically valid questions about cause. <i>Roman Invasions / The Roman Empire.</i> <i>Anglo-Saxon / The Vikings- Invasions on Britain.</i> <p><u>Key Vocabulary</u></p> <p>❖ <i>Cause, effect, questions, reasons.</i></p>	<p><u>Cause and Consequence-</u></p> <ul style="list-style-type: none"> Identify and give reasons for historical events and changes (why this happened and what happened as a result of this). Comment independently on the different types of causes and effects for most of the events covered. <i>Ancient Greece- influence on the western world.</i> <i>Crime and Punishment- changes from 1066 to the present.</i> <i>Triple Trawler Disaster / sinking of the Titanic.</i> <p><u>Key Vocabulary</u></p> <p>❖ <i>Cause, effect, consequence, questions, reasons, impact.</i></p>
	<p><u>Phase 3- Years 3 and 4</u></p>	<p><u>Phase 4- Years 5 and 6</u></p>
<p>Historical Significance</p> 	<p><u>Historical Significance-</u></p> <ul style="list-style-type: none"> Make observations about the influence of a particular period of history on Britain today. Begin to explain why some aspects of historical accounts or themes of periods are significant. <i>Significance of 'Romanisation' of Britain.</i> <i>Changes in Britain from Stone Age to Iron Age.</i> <i>Mayan civilisation- Why should we remember the Maya?</i> 	<p><u>Historical Significance-</u></p> <ul style="list-style-type: none"> Make observations about the importance and impact of this period of time. Understand and suggest why events, periods, societies and people may be considered historically significant. Compare the significance of events, developments and people across history and time periods studied. <i>Triple Trawler Disaster / sinking of the Titanic- impact on ship safety.</i> <i>Industrial Revolution- impact on Britain.</i> <i>Battle of Britain- why this was a significant turning point in WW2.</i>

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	<p><u>Key Vocabulary</u></p> <p>❖ <i>Account, theme, period, significance, reasons, evaluate.</i></p>	<ul style="list-style-type: none">● <i>Ancient Greece- achievements and their influence on the western world.</i> <p><u>Key Vocabulary</u></p> <p>❖ <i>Account, theme, period, significance, reasons, evaluate, influence, impact, achievements.</i></p>
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