



Maybury Primary School - History Skills Progression.



By the end of Key Stage 2 pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- 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
- 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
- A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
- A local history study



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	Year 3	Year 4	Year 5	Year 6
Time periods to be studied	Tombs and Treasure (Ancient Egyptians) Stones and Bones (Stone Age)	The Empire strikes (back) (Roman Empire) Meet the Greeks (Ancient Greece)	Off with their heads (Tudors) Invaders and Settlers (Vikings and Anglo Saxons)	Chimchimney (Victorians) Blitz and Pieces (World war I and II)
Chronological understanding	Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from period studied on a time line. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
Historical knowledge	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.



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				Know key dates, characters and events of time studied.
Interpretations of history	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	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 evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical enquiry	Use a range of sources to find out about a period in time. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.	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 the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	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.



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Causes and consequences	Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes.	Begin to offer explanations about why people in the past acted as they did.	
Similarities and differences	Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.	Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.	
Significance	Identify and begin to describe historically significant people and events in situations.	Give reasons why some events, people or developments are seen as more significant than others.	
Organisation and communication	Year 3 Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	Year 4 Recall, select and organise historical information. Communicate their knowledge and understanding.	Years 5 and 6. Select and organise information to produce structured work, making appropriate use of dates and terms.