

HISTORY

KNOWLEDGE AND SKILLS PROGRESSION



Skills	Year 3	Year 4	Year 5	Year 6
HISTORICAL CONTENT	World- Ancient Egypt, Ancient Greece, Pilgrim Fathers British- Stone Age Local – history of our school	World- Roman Empire British- Impact of Roman Empire on Britain and settlement/ Kingdoms by Anglo-Saxons Local- how the railways impacted on Cheadle Hulme Long arc project- Inventions	World- Mayan civilisation and events at Pompeii British- Vikings raids and invasion Local- Important buildings including Bramall Hall Long arc project- Communication	World- World War Two British/ Long arc project- Childhood in WW2 and Victorian Britain Local – History of Cheadle Hulme and Greater Manchester
HISTORICAL CHRONOLOGY	<p>Pupils can place given events of British, local & world history, on a simple given timeline and understand that BC is further back in time than AD. AUTUMN 1</p> <p>Pupils are <u>starting to understand</u> that the past is divided into differently named periods of time (BC and AD, Stone <u>Age</u>, Ancient <u>civilisations</u>) and begin to use some dates to explain British, local and world history. AUTUMN 1 AND 2</p>	<p>Pupils can place given events and people of British, local & world history, on a given timeline at appropriate intervals, using appropriate dates/chronological conventions eg. BC, BCE & AD. AUTUMN 2</p> <p>Pupils <u>are developing their understanding</u> that the past is divided into differently named periods of time (through adding Roman Empire and settlement of Anglo-Saxons to time periods studied in Year 3) and begin to use some dates to explain British, local and world history.</p> <p>Pupils can put artefacts in chronological order.</p>	<p>Pupils can research and place events, people and changes of British, local & world history, on their own timeline at given intervals (start and end date and interval convention eg 1cm= 100 years), using appropriate dates/ chronological conventions eg. BC, BCE & AD. AUTUMN 1</p> <p>Pupils are <u>starting to describe</u> events within and across the time periods they have studied, making links with periods studied in Year 3 and 4. AUTUMN 1</p> <p>Pupils <u>are starting to</u> identify specific changes within and across different periods over a long arc of development (communication) AUTUMN 1</p> <p>Pupils <u>are starting to describe</u> connections and contrasts (similarities and differences) over short and longer time periods (eg</p>	<p>Pupils can research and place events, people and changes (WW2) of British, local & world history, on their own timeline, using appropriate dates/ chronological conventions eg. BC, BCE & AD. AUTUMN</p> <p>Pupils are <u>confidently able to</u> describe events within and across the time periods they have studied, making links with periods studied in Year 3,4 and 5.</p> <p>Pupils <u>can identify</u> specific changes within and across different periods over a long arc of development (childhood in Britain and history of Manchester) AUTUMN 1</p> <p>Pupils <u>can describe</u> connections and contrasts (similarities and differences) over short and longer time periods (eg childhood in Britain) AUTUMN 1</p>

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			compare Mayan to what is happening in Britain at the same time)	
HISTORICAL ENQUIRY	<p>Pupils can <u>use given sources</u> of information to help them answer questions about the past. AUTUMN 1</p> <p>Pupils find answers to historically valid questions. AUTUMN 1 AND 2</p>	<p>Pupils can <u>use several sources</u> of information to help them answer questions about the past. AUTUMN 2</p> <p>Pupils are <u>starting to devise</u> their own historically valid questions.</p>	<p>Pupils <u>understand</u> that our knowledge of the past is constructed from a range of primary and secondary sources. AUTUMN 1 AND 2</p> <p>Pupils <u>carefully organise</u> relevant historical information from a range of historical sources of information.</p> <p>Pupils can evaluate a range of historical sources and are <u>starting to understand</u> about the reliability of sources.</p> <p>Pupils can devise and answer their own historically valid questions about <u>a given time period</u>. AUTUMN 2</p>	<p>Pupils <u>consolidate their understanding</u> that our knowledge of the past is constructed from a range of primary and secondary sources. AUTUMN</p> <p>Pupils <u>carefully select and organise</u> relevant historical information from a range of historical sources of information. AUTUMN 1</p> <p>Pupils can evaluate a range of historical sources and <u>can make perceptive deductions</u> about the reliability of sources. AUTUMN 1</p> <p>Pupils can devise and answer their own historically valid questions (about a specific period or a longer arc). AUTUMN</p>
	<p>Pupils <u>are starting to understand</u> that the past can be interpreted in different ways (eg more than one viewpoint of the same event) AUTUMN 1</p>	<p>Pupils <u>can discuss</u> that the past can be interpreted in different ways (eg more than one viewpoint of the same event) AUTUMN 2</p>	<p>Pupils <u>are starting to evaluate different viewpoints and consider possible bias</u>.</p>	<p>Pupils <u>can evaluate</u> different viewpoints and identify possible bias and anachronism. AUTUMN</p>

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<p>HISTORICAL COMMUNICATION</p>	<p>Pupils can present recalled or selected information in a variety of ways using specialist vocabulary. YEAR 3 AUTUMN 1, YEAR 4 AUTUMN 2</p> <p>Pupils can record some of the main events, people and changes in the history of Britain and the wider world. YEAR 3 AUTUMN 2</p> <p>Pupils are beginning to use place value in the context of timelines.</p>		<p>Pupils can thoughtfully select and organise relevant historical information and use key historical vocabulary in structured, informed, written responses, analyses or descriptions. YEAR 6 AUTUMN</p> <p>Pupils can make pertinent and valid comparisons between periods. YEAR 6 AUTUMN</p> <p>Pupils confidently use/apply mathematical skills when placing events in chronological order, using place value, negative nos. etc YEAR 5- AUTUMN 1, YEAR 6 AUTUMN</p>	
<p>HISTORICAL CONCEPTS</p>	<p>Pupils <u>are beginning to discuss</u> the reasons for and the results of the main events and changes of a time studied.</p> <p>Pupils <u>are beginning to discuss</u> a range of similarities/ differences between different times in the past in the periods covered so far. AUTUMN 1 AND 2</p>	<p>Pupils <u>can give reasons for</u> and the results of the main events and changes of a time studied.</p> <p>Pupils <u>can identify</u> a range of similarities/ differences between different times in the past in the periods covered so far. AUTUMN 2</p>	<p>Pupils <u>are starting to understand</u> the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>Pupils can see the relationship between different periods and <u>are beginning to discuss the impact of them.</u></p> <p><u>Pupils are starting to understand change and continuity (eg what changes/stays the same between different periods of time)</u></p> <p>Pupils can discuss trends over time (communication).</p>	<p>Pupils <u>can discuss</u> the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. AUTUMN</p> <p>Pupils can see the relationship between different periods and the legacy or impact on them and their identity. AUTUMN</p> <p>Pupils <u>understand</u> change and continuity (eg what changes/stays the same between different periods of time) AUTUMN 1</p> <p>Pupils can discuss trends over time (children's toys and clothes). AUTUMN 1</p>