

History Progression of Skills: KS2

	National Curriculum	Year 3: I can...	Year 4: I can...	Year 5: I can...	Year 6: I can...
Chronology	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	use a timeline to order things that have happened. describe events from the past using dates when things happened.	plot events on a timeline. use mathematical skills to understand time differences on a timeline.	plot events on a timeline and explain what happened at each stage. place current study on time line in relation to other studies.	summarise the main events from a period of history. relate and place current study on time line in relation to other studied.
Knowledge	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.	find out about everyday lives of people in time studied. understand and explain the motives behind 'early man'. compare previous societies with our lives today. study how the local area has changed over time.	reconstruct life in time studied. explain reasons for people/societies to build empires. explain the impact of empires on society. study ancient civilisations.	study different aspects of life from the period. identify reasons for actions of people/cultures to invade. explain the impact on previous events and societies. study an ancient civilisation in detail .	compare life in early times with daily life and other periods study different aspects of life between different people and study their behaviour and characteristics. explain the development of society through the British periods and their impact. compare and contrast ancient civilisations.
	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Tier 3 Vocabulary archaeologist , Skara Brae , Neolithic , Palaeolithic , Mesolithic , Stonehenge , anvil , Hillforts , homo habilis , prehistoric ,	Tier 3 Vocabulary Julius Caesar , Celts , Boudicca , Celtic , Empire , Emperor , legionary , legions , Hadrian's Wall , Picts , baths , mosaic , invasion , occupy , rebellion ,	Tier 3 Vocabulary Anglo-Saxon , invade , raid , Norsemen , Danegeld , wergild , Scandinavia , long ships , raid , pillage , settlement , pagan , Odin , Valhalla , kingdoms , Hastings , locomotive , Rocket , Rainhill Trials , Puffing Billy , Richard Trevithick , National Railway Museum , carriage , wagon	Tier 3 Vocabulary Baghdad , Caliph , Islam , House of Wisdom , Arabic , Al-Khwarizmi , Golden Age of Islam , Mecca , Silk Road , civilisation , scholars , translate , caravan , geometric
Interpretation	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.	identify and give reasons for different ways in which the past is represented. distinguish between different sources and evaluate their usefulness. study different representations of the period.	study the evidence available and make my own interpretations. begin to evaluate the usefulness of different sources. use e-learning to research the period.	compare accounts of events from different sources. offer some reasons for different versions of events. use the library etc. for research.	link sources and work out how conclusions were made. check the accuracy of interpretations. discuss how different sources of evidence will lead to different conclusions
Enquiry	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	use a range of sources to find out about a period. select and record information relevant to the study. begin to use the library and e-learning 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 studied. ask a variety of questions using the library and e-learning techniques.	begin to identify primary and secondary sources. use evidence to build up a picture of life in time studied. select relevant sections of information from a range of sources.	recognise primary and secondary sources. use a range of sources to find out about an aspect of time and suggest omissions. bring knowledge from several sources together in a fluent account.
Organisation and Communication	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	use the information provided to answer historical questions. immerse myself into the period in which the study is set. communicate knowledge and understanding in a variety of ways: discussions, images, writing, annotations, drama.	select data and organise it to answer historical questions. understand the period in which the study is set. display findings in a variety of ways as well as work independently and in groups.	use appropriate terms, matching dates to people and events. understand the period in which the study is set and compare it against other periods. record and communicate knowledge in different forms, work independently and in groups as well as showing initiative.	use a variety of ways to communicate knowledge and understanding including extended writing. select an aspect of study to make a display of the learning. plan and carry out individual investigations and display them appropriately.