

Oak Meadow Skills Progression

Key Stage 2

Subject Area: History



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| National Curriculum Objectives | <p>Pupils should be taught about:</p> <p><i>Knowledge / understanding of British history</i></p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • 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 <p><i>Knowledge / understanding of wider world history</i></p> <ul style="list-style-type: none"> • 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 • 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 <p><i>Local history</i></p> <ul style="list-style-type: none"> • a local history study | | | |
| | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological Understanding | <p>KS2 Continue to develop chronologically secure knowledge of and understanding of British, local and World History. Establish clear narratives within and across periods studied. Note connections, contrasts and trends over time.</p> | | | |
| | <ul style="list-style-type: none"> • Put events, people, places and artefacts on a timeline including when special events took place. • Use correct terminology to describe events in the past. • Understands timeline can be divided into BC and AD. • Uses words and phrases: | <ul style="list-style-type: none"> • Understand more complex historical terms e.g. BC/AD/CENTURY, decade, after, before, during. • Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. | <ul style="list-style-type: none"> • Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period. • Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. | <ul style="list-style-type: none"> • Uses timelines to place events, periods and cultural movements from around the world. • Uses timelines to demonstrate changes and developments in culture, technology, religion and society. • Uses these key periods as |

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| | <p>century, decade, ancient.</p> <ul style="list-style-type: none"> Place the time studied on a timeline, compare where this fits in to topics previously studied. Use dates and terms related to the study unit and passing of time. | <ul style="list-style-type: none"> Names and places dates of significant events from past on a timeline. Place the time studied on a timeline, compare where this fits in to topics previously studied. Use terms related to the period and begin to date events. | <ul style="list-style-type: none"> Gain greater historical perspective by placing their growing knowledge into different contexts. Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance. Make comparisons between different times in the past. Uses timelines to place and sequence local, national and international events. Sequences historical periods. Identifies changes within and across historical periods. | <p>reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <ul style="list-style-type: none"> Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event studied from past and place it correctly on a timeline. Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance. |
| <p>Range and depth of historical knowledge.</p> | <ul style="list-style-type: none"> Find out about the 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. | <ul style="list-style-type: none"> Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events. | <ul style="list-style-type: none"> 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 studies. Compare an aspect of life with the same aspect in another period. | <ul style="list-style-type: none"> Find out 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. Know key dates, characters and events of time studied. |

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| Historical Enquiry – Using evidence/ communicating ideas | KS2 Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources. Construct informed responses by selecting and organising relevant historical information. | | | |
| | <ul style="list-style-type: none"> • Ask and answer simple questions about the past, • Understand that knowledge about the past is constructed from a variety of sources • Ask questions such as ‘how did people? What did people do for?’ Suggest sources of evidence to use to help answer questions. • Construct and organise responses by selecting relevant historical data • Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Observe small details – artefacts, pictures. | <ul style="list-style-type: none"> • Understands the difference between primary and secondary sources of evidence. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Asks questions such as ‘what was it like for a during?’ Suggest sources of evidence from a selection provided to use to help answer questions. • 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 and answer a variety of questions. • Use the library and the internet for own personal research. • Answer and begin to devise own historically valid questions. | <ul style="list-style-type: none"> • Chooses reliable sources of evidence to answer questions. • Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance. • Select sources independently and give reasons for choices • Analyse a range of source material to build up a picture of a past event. • Construct and organise response by selecting and organising relevant historical data • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Realises that there is often not a single answer to historical questions | <ul style="list-style-type: none"> • Identifies and uses different sources of information and artefacts. • Evaluates the usefulness and accurateness of different sources of evidence. • Selects the most appropriate source of evidence for particular tasks. • Forms own opinions about historical events from a range of 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. • Answer and devise own historically valid questions about change, cause, similarity and difference and significance. |

| KS2 Understand that different versions of the past may exist, giving some reasons for this | | | | | |
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| Historical Interpretation | <ul style="list-style-type: none"> • Be aware that different versions of the past may exist and begin to suggest reasons for this. • Look at two versions of the same event and identify differences in the accounts. • Recognise the part that archaeologists have in helping us understand more about what happened in the past. • Identify and give reasons for the different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Note connections and cause and effect in historical periods studied. • Look at representations of the period e.g. Museum, cartoons etc. | <ul style="list-style-type: none"> • Gives reasons why there may be different accounts of history. • Can independently or as part of a group, present an aspect they have researched about a given period of history using multi media skills when doing so. • Begin to evaluate the usefulness of different sources. • Note connections in historical periods studied. • Use text books and own growing historical knowledge to gain a better perspective. | <ul style="list-style-type: none"> • Understand that the past is represented and interpreted in different ways and give reasons for this • Look at different versions of the same event – fact or fiction - and identify differences in the accounts. • Give clear reasons why there may be different versions of events. • Know that people (now and in past) can represent events or ideas in ways that persuade others | <ul style="list-style-type: none"> • Understand that the past has been represented in different ways. • Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Pose and answer their own historical questions. • 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. | |
| | Continuity and change | <ul style="list-style-type: none"> • Describe and begin to make links between main events, situations and changes within and across different periods and societies | <ul style="list-style-type: none"> • As Year 3/4, and • Use a greater depth of historical knowledge | | |
| | Causes and consequences | <ul style="list-style-type: none"> • Identify and give reasons for historical events, situations and changes • Identify some of the results of historical events, situations and changes | <ul style="list-style-type: none"> • Begin to offer explanations about why people in the past acted as they did | | |

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| Similarities/ differences | <ul style="list-style-type: none"> Describe some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world. | | <ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world. | |
| Significance | <ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations | | <ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others | |
| Organisation and communication | <ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information. Use historically accurate terms to talk about the passing of time. | <ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. Construct own responses beginning to select and organise relevant historical information. Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY | <ul style="list-style-type: none"> Recall, select and organise historical information. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY | <ul style="list-style-type: none"> Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT. Select and organise information to produce structured work, making appropriate use of dates and terms. Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY |