

## History Progression of Knowledge, Skills and Understanding KS2

	Autumn	Spring	Summer
Year 3/4	<p><b>Ed Stafford</b> <i>'Walking the Amazon'</i></p> <p><i>Changes in Britain from Stone Age to Iron Age</i></p> <p><b>Chronological understanding</b> Sequence several events, artefacts or historical figures on a timeline using dates, including those that a further apart. Understand that a timeline can be divided into BC and AD. Use the terms prehistory, ancient.</p> <p><b>Historical knowledge &amp; Interpretation:</b> Note key changes over a period of time and give reasons for those changes. Find out about the everyday lives of people in time and compare with our life today. Explain how people and events in the past have influenced life today.</p> <p><b>Historical enquiry:</b> Use a range of sources to find out about the past Construct informed responses of life or an event in the past through careful selection and organisation of relevant historical information Devise own questions to find out about the past Begin to undertake their own research</p>	<p><b>Nellie Bly</b> <i>'Around the World in 72 days'</i></p> <p><i>British History post 1066 &amp; local study (Victorians &amp; Mining)</i></p> <p><b>Chronological understanding</b> Sequence several events, artefacts or historical figures on a timeline using dates, including those that a further apart. Use a timeline within specific time in History to set out the order events happened. Understand that a timeline can be divided into BC and AD. Use the terms century and decade.</p> <p><b>Historical knowledge &amp; Interpretation:</b> Note key changes over a period of time and give reasons for those changes. Find out about the everyday lives of people in time and compare with our life today. Explain how people and events in the past have influenced life today.</p> <p>Look at more than two versions of the same story/event in history and identify differences Investigate different accounts of historical events and be able to explain some of reasons why the accounts may be different</p> <p><b>Historical enquiry:</b> Use a range of sources to find out about the past Construct informed responses of life or an event in the past through careful selection and organisation of relevant historical information Devise own questions to find out about the past Begin to undertake their own research</p>	<p><b>Ernest Shackleton</b> <i>'Endurance'</i></p> <p><i>British History post 1066 &amp; local study (Ship building)</i></p> <p><b>Chronological understanding</b> Sequence several events, artefacts or historical figures on a timeline using dates, including those that a further apart. Use a timeline within specific time in History to set out the order events happened. Understand that a timeline can be divided into BC and AD. Use the terms century and decade.</p> <p><b>Historical knowledge &amp; Interpretation:</b> Note key changes over a period of time and give reasons for those changes. Find out about the everyday lives of people in time and compare with our life today. Explain how people and events in the past have influenced life today</p> <p>Look at more than two versions of the same story/event in history and identify differences Investigate different accounts of historical events and be able to explain some of reasons why the accounts may be different</p> <p><b>Historical enquiry:</b> Use a range of sources to find out about the past Construct informed responses of life or an event in the past through careful selection and organisation of relevant historical information Devise own questions to find out about the past Begin to undertake their own research</p>

Year  
5/6

**Ed Stafford**  
*'Walking the Amazon'*

*Changes in Britain from Stone Age to Iron Age*

**Chronological understanding**

Order and increasing number of significant events, movements and dates on a timeline.  
Use dates accurately to describe historical events.  
Draw a timeline with different time periods outlined.  
Use mathematical skills to work out exact timescales and differences.

*Create a timeline which outlines the development of specific features (tools/farming).*

**Historical knowledge & Interpretation**

Make comparisons between historical periods, identifying contrasts and trends.  
Describe key features of the past including attitudes, beliefs and the everyday lives of men, women and children.  
Use appropriate historical terms such as culture, religious, social, economical and political when describing the past.

**Historical enquiry:**

Use a wide range of different evidence to collect information about the past  
Investigate their own lines of enquiry by posing historically valid questions to answer

**Nellie Bly**  
*'Around the World in 72 days'*

*British History post 1066 & local study (Victorians & mining)*

**Chronological understanding**

Order and increasing number of significant events, movements and dates on a timeline.  
Use dates accurately to describe historical events.  
Understand how some historical events/periods occurred concurrently in different locations.  
Use mathematical skills to work out exact timescales and differences.

*Create a timeline which outlines the development of specific features (inventions/buildings).*

**Historical knowledge & Interpretation:**

Make comparisons between historical periods, identifying contrasts and trends.  
Describe key features of the past including attitudes, beliefs and the everyday lives of men, women and children.  
Use appropriate historical terms such as culture, religious, social, economical and political when describing the past.  
Examine causes and results of great events and the impact these had on people.

Find and analyse a wide range of evidence about the past  
Consider different ways of checking accuracy of interpretations about the past  
Start to understand the difference between primary and secondary evidence and the impact of this on reliability

**Historical enquiry:**

Use a wide range of different evidence to collect information about the past  
Investigate their own lines of enquiry by posing historically valid questions to answer

**Ernest Shackleton**  
*'Endurance'*

*British History post 1066 & local study (Ship building)*

**Chronological understanding**

Order and increasing number of significant events, movements and dates on a timeline.  
Draw a timeline with for a specific period showing a range of information.  
Use dates accurately to describe historical events.  
Understand how some historical events/periods. occurred concurrently in different locations.  
Use mathematical skills to work out exact timescales and differences.

*Create a timeline which outlines the development of specific features (ships)*

**Historical knowledge & Interpretation:**

Make comparisons between historical periods, identifying contrasts and trends.  
Describe key features of the past including attitudes, beliefs and the everyday lives of men, women and children.  
Use appropriate historical terms such as culture, religious, social, economical and political when describing the past.  
Examine causes and results of great events and the impact these had on people

Find and analyse a wide range of evidence about the past  
Consider different ways of checking accuracy of interpretations about the past  
Start to understand the difference between primary and secondary evidence and the impact of this on reliability  
Begin to evaluate the usefulness of different sources

**Historical enquiry:**

Use a wide range of different evidence to collect information about the past  
Investigate their own lines of enquiry by posing historically valid questions to answer

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