



Biscovey Academy History Progression of Skills

KS2



Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
 - events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
 - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- 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 local history study**;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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 contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization
c. AD 900; Benin (West Africa) c. AD 900-1300.

LKS2			UKS2	
Historical Interpretation	KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: a look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources. Children can: - a find and analyse a wide range of evidence about the past; - b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; - c consider different ways of checking the accuracy of interpretations of the past; - d start to understand the difference between primary and secondary evidence and the impact of this on reliability. - e show an awareness of the concept of propaganda. - f know that people in the past represent events or ideas in a way that may be to persuade others. begin to evaluate the usefulness of different sources.	
	Year 3	Year 4	Year 5	Year 6
	Children can identify differences between versions of the same event. Children give a simple reason why we might have more than one version. Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction eg we	Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction eg we have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views. Children understand that history is being continuously rewritten. If	Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge. Children understand that all history is to some extent interpretations and see why some people might write different versions of the same events.	Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event. Children grasp that interpretations might differ depending on the aspect that people are looking at eg views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.

	have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.	we find more we have to rewrite the past. Understand that people create different versions of the past for different audiences and therefore might give a different emphasis. Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge.		
Historical Enquiry	KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - a use a range of primary and secondary sources to find out about the past; - b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - c gather more detail from sources such as maps to		KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can: - a recognise when they are using primary and secondary sources of information to investigate the past; - b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; - c select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to	

	build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.	answer.		
	Year 3	Year 4	Year 5	Year 6
	Children extract simple information from text/pictures/objects showing basic comprehension. Children make simple deductions about what text means based on what is included eg Children start combining information from more than one source eg CD Rom, video, oral evidence.	Children start combining information from more than one source eg CD Rom, video, oral evidence. Children start cross referencing information to see if other sources agree, rather than taking everything at face value. Children understand that some sources are more useful than others and explain why.	Children understand that some sources are more useful than others and explain why. Children start to raise questions about what evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Children start to think of why a source may be unreliable eg view of the Vikings may be partial because the evidence we have was written by people who suffered at the hands of the raiders.	Children start to think of why a source may be unreliable eg view of the Vikings may be partial because the evidence we have was written by people who suffered at the hands of the raiders. Offer substantiated reasons why some sources might be treated cautiously eg propaganda posters during World War 2. Show awareness of the need to think about why the source was produced. 'How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?'
Chronological Understanding	KS2 History National Curriculum 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. Children can: a sequence several events, artefacts or historical figures on a timeline using dates, including those		KS2 History National Curriculum 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. Children can: a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand and describe in some detail the main changes to an aspect in	

	that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).		a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	
	Year 3	Year 4	Year 5	Year 6
	Confidently spot major anachronisms from the periods studied when compared with today. Sequence events in chronological order. Use words which show the passing of time.	Use words which show the passing of time, understanding more complex terms such as BC/AD. Talk about 3 periods of time eg archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s. Talk about the past in terms of periods eg Egyptian, Roman. Realise that ancient means thousands of years ago.	Realise that ancient means thousands of years ago. Accurately differentiate with a longer period of time eg Roman, Saxon and Vikings. Use some key dates as important markers of events eg Battle of Hastings.	Use some key dates as important markers of events eg Battle of Britain. Use more sophisticated time markers within, as well as between periods eg at the start of the war, this was in the final few months of the war. Can use dates and specific terms confidently to establish period detail eg when describing different phases of evacuation, referring to the outbreak of war in 1939, Blitz. Make links between 3 periods in history, comparing, spotting similarities and differences.
Range and Depth of Historical Knowledge	KS2 History National Curriculum Children should note connections, contrasts and trends over time. Children can: a note key changes over a period of time and be able to give reasons for those changes; b find out about the everyday lives of people in		KS2 History National Curriculum Pupils should note connections, contrasts and trends over time. Children can: a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;	

	time studied compared with our life today; c explain how people and events in the past have influenced life today; d identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied.	c examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.							
	<table><tr><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td> Change and Continuity See simple changes between beginning and end of a very long period of time eg difference between Stone Age and Iron Age. Recognise changes over a shorter period eg between Bronze Age and Iron Age. Identify changes based on similarity and difference eg between Stone Age and Iron Age lifestyles. Characteristics features of periods Children understand some of the key characteristics of the period being studied and spot anachronisms. Children show an understanding of the main ideas associated </td><td> Change and Continuity Identify changes based on similarity and difference eg between Iron Age and Roman homes/lifestyles. See that changes don't always last eg much of then roman impact was lost when the Saxons invaded and settled. Grasp that change can happen quite quickly and can be reversed. 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Also important ... </td><td> Change and Continuity Not all change is welcomed by everyone. Some changes lead to others. Understand what is meant by a turning point eg Battle of Britain in context of WW2. Characteristics features of periods Children grasp that people's experience of being evacuated in WW2 often depended on their prior experience. Children are able to describe and explain ways of life and understand that people would have had different outlooks on life depending on their social standing or job. Children avoid sweeping generalisations. Reasons and results of historical events Start to express explanation in terms of relative importance backed up by reasoned argument eg The main reason was ... Also important ... Some people think ... </td></tr></table>	Year 3	Year 4	Year 5	Year 6	Change and Continuity See simple changes between beginning and end of a very long period of time eg difference between Stone Age and Iron Age. 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	with that society. Reasons and results of historical events See events have more than one cause. See that events happen because of other reasons than just human action.	Children can make links between different features of a society to make sense of the world lived in by people in the past. Reasons and results of historical events Realise that you need several causes to explain some events. Realise that events usually happen for a combination of reasons. Start to explain and not just describe.	Some people think ...	Be able to explain some quite complex events using a good range of causes.
Organisation and Communication	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: - a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; - b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period.		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: - a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; - b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period.	

	Year 3	Year 4	Year 5	Year 6
	Show understanding through oral answers and simple recording devices such as speech bubbles, annotations. Answers contain some simple period specific references. Writes in simple and accurate, sequenced sentences when narrating what has happened in the past. Write in explanatory mode, rather than descriptive (this tends to be mainly in lists or unlinked ideas). Begins to answer, providing some supporting evidence. Answers provide some supporting evidence. Use appropriate ways of communicating their understanding.		Answers are structured and provide supporting evidence for statements made. Able to see two sides of a question and can offer arguments on both sides. Answers are relevant to the question set. When appropriate, refer to dates and see the importance of lengths of time eg when describing causes. Able to make subtle distinctions within a period being studied and realise the danger of overgeneralizing.	