



Plantation Primary History Progression of Skills - Key Stage 2



History Skills Progression	Key Stage 2			
	Year 3	Year 4	Year 5	Year 6
Areas Of Study	<ul style="list-style-type: none"> • Stone Age • Bronze Age 	<ul style="list-style-type: none"> • Romans • Anglo-Saxons 	<ul style="list-style-type: none"> • Maya • Trojan 	<ul style="list-style-type: none"> • Battle of Britain • Shang Dynasty
Chronological knowledge / understanding <i>(including characteristic features of periods)</i>	<p>Continue to develop chronologically secure knowledge of history by the realisation that the past can be divided into different periods of time.</p> <p>Recognition of some of the similarities and differences between these periods, and their use of dates and terms.</p> <p>Continue to develop chronologically secure knowledge of history</p>	<p>Continue to develop chronologically secure knowledge of history by the realisation that the past can be divided into different periods of time.</p> <p>Recognition of some of the similarities and differences between these periods, and their use of dates and terms.</p> <p>Continue to develop chronologically secure knowledge of history</p>	<p>Develop a chronologically secure knowledge of history.</p> <p>Demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Describe characteristic features of past societies and periods and identify changes within different periods.</p> <p>Establish clear narratives within periods studied</p>	<p>Develop a chronologically secure knowledge of history by establishing a clear narrative within and across periods studied.</p> <p>Demonstrate factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Describe characteristic features of past societies and periods and identify changes within and across different periods.</p> <p>Note connections, contrasts and trends over time</p>

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Historical terms e.g. empire, peasant	Develop the appropriate use of historical terms.	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms	Appropriate use of historical terms sometimes in an increasingly sophisticated way.
Knowledge and understanding of events, people and changes in the past	<p>Show knowledge and understanding of some of the main events, people and changes studied.</p> <p>Begin to give a few reasons for, and results of, the main events and changes.</p>	<p>Show knowledge and understanding of some of the main events, people and changes studied.</p> <p>They give reasons for, and results of, the main events and changes.</p>	<p>Show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They describe and make links between people, events and changes and give reasons for, and results of, these events and changes.</p>	<p>Use their factual knowledge and understanding of the history of Britain and the wider world to describe periods studied.</p> <p>Use this to describe features of past societies and periods and to begin to make links between them.</p> <p>They describe and make links between people, events and changes and give reasons for, and results of, these events and changes.</p>
Historical Enquiry – using evidence/communicating ideas	<p>Regularly address and begin to devise historically valid questions *</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>Regularly address and sometimes devise historically valid questions*</p> <p>Understand how knowledge of the past is</p>	<p>Regularly address and sometimes devise historically valid questions*</p> <p>Understand how knowledge of the past is</p>	<p>Regularly address and devise historically valid questions *</p> <p>Understand how knowledge of the past is constructed from a range</p>

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	Begin to select relevant historical information	constructed from a range of sources Select relevant historical information	constructed from a range of sources and begin to evaluate those sources. Select and begin to combine information from different sources.	of sources and evaluate those sources and identify uses for a particular tasks. They are able to select and combine information from different sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Selecting and organising relevant historical information
Interpretations of history	They identify some of the different ways in which the past is represented	Identify some of the different ways in which the past is represented	They show some understanding that aspects of the past have been represented and interpreted in different ways.	Understand that some events, people and changes have been interpreted in different ways and suggest reasons for this.
Organisation and Communication.	They are beginning to produce structured work, making appropriate use of dates and terms.	They are beginning to produce structured work, making appropriate use of dates and terms	Select and organise information to produce structured work, making appropriate use of dates and terms.	Organise and present ideas effectively using understanding and knowledge of history.

*** Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:**

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Continuity and Change – in and between periods	Describe / make links between main events, situations and changes within and across different periods/societies
Cause and Consequence	Identify and give reasons for, results of, historical events, situations, changes
Similarity and Difference – within a period/situation	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance – of events/people	Identify historically significant people and events in situations

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