

History Skills Progression Map

(End of Year Expectations)



	National Curriculum	Where is it covered?	Year 3	Year 4	Year 5	Year 6
Historical Knowledge: Constructing the past	<ul style="list-style-type: none"> To develop chronologically secure knowledge and understanding of British, local and world history. To establish clear narratives within and across the periods they study. To note connections, contrasts and trends over time. To combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. 	<p>Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>Year 3 Unit 1: The Ancient Egyptians</p> <p>Year 4 Unit 1: Roman Britain</p> <p>Year 5 Unit 2: The Vikings</p> <p>Year 5 Unit 1: The Maya Civilisation</p>	<ul style="list-style-type: none"> Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms Can provide valid reasons why they have chosen this time period for most of the images 	<ul style="list-style-type: none"> Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms. Can provide detailed valid reasons why they have sequenced the events/objects in this way. 	<ul style="list-style-type: none"> Can understand some features associated with themes, societies, people and events. Will be able to make some reference to and identify links with other societies studied. 	<ul style="list-style-type: none"> Can understand some features associated with themes, societies, people and events. Will be able to make some reference to and identify links with other societies studied.
Historical Knowledge: Sequencing the past	<ul style="list-style-type: none"> To develop chronologically secure knowledge and understanding of British, local and world history. 	<p>Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>Year 4 Unit 1: Roman Britain.</p> <p>Year 4 Unit 2: The Anglo-Saxons</p> <p>Year 6 Unit 1: The Ancient Greeks</p>	<ul style="list-style-type: none"> Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms. Can provide valid reasons why they have chosen this time period for most of the images. 	<ul style="list-style-type: none"> Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms. Can provide detailed valid reasons why they have sequenced the events/objects in this way. 	<ul style="list-style-type: none"> Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms. Can provide detailed valid reasons why they have sequenced the events/objects in this way. 	<ul style="list-style-type: none"> Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms. Can accurately identify links between this sequence and the events of other periods studied.

<p style="text-align: center;">History Concepts: Change and Development/Similarity and Difference</p>	<ul style="list-style-type: none"> • To address and devise historically valid questions about change, similarity and difference. • To note connections, contrasts and trends over time. 	<p>Year 3 Unit 1: The Stone Age</p> <p>Year 4 Unit 2: The Anglo-Saxons</p> <p>Year 5 Unit 3: Crime and Punishment.</p> <p>Year 6 Unit 3: The Impact of War.</p>	<ul style="list-style-type: none"> • Can make valid statements about the main similarities, differences and changes occurring within topics • Can see links between changes, and begin to identify types of change. • Will demonstrate an awareness of the significance of change and its impact 	<ul style="list-style-type: none"> • Can explain why certain changes and developments were of particular significance within topics and across time periods. • Can provide a comprehensive list of the changes of Crime and Punishment within the period studied. • Will identify links between the changes. • Will provide a clear rationale for why one change could be considered to be more important than others. • May provide insightful ideas about whether some things did not change very much within a period and why. 	<ul style="list-style-type: none"> • Can independently and confidently provide a comprehensive list of the changes within the period studied. • Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic. • Will identify a range of links between the various changes. • Can provide insightful ideas about whether some things did not change very much within a period and why this occurred 	<ul style="list-style-type: none"> • Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change. • Will confidently identify a range of links between the various changes. • Will begin to understand and explain how some of the changes were exceptional or commonplace.
<p style="text-align: center;">History Concepts: Cause and Effect</p>	<ul style="list-style-type: none"> • To address and devise historically valid questions about cause. 	<p>Year 3 Unit 1: The Stone Age</p> <p>Year 5 Unit 3: Crime and Punishment</p> <p>Year 5 Unit 2: The Vikings</p> <p>Year 6 Unit 3: The Impact of War</p>	<ul style="list-style-type: none"> • Can describe some relevant causes for, and effects of, some of the key events and developments covered. • Will demonstrate an understanding that some of the causes and/or effects are of particular importance. 	<ul style="list-style-type: none"> • Can describe some relevant causes for, and effects of, some of the key events and developments covered. • Will demonstrate an understanding that some of the causes and/or effects are of particular importance. 	<ul style="list-style-type: none"> • Can explain the role of different causes and effects of a range of events and developments. • Can place the causes and/or effects in an order of significance and explain why they are arranged in this order. • Can make a link between the causes or effects of events within one period with those of another. 	<ul style="list-style-type: none"> • Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events. • Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. • Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. • May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term

History Concepts: Significance and Interpretations	<ul style="list-style-type: none"> To address and devise historically valid questions about significance. 	<p>Year 4 Unit 1: Roman Britain.</p> <p>Year 4 Unit 3: Our Local Area</p> <p>Year 4 Unit 2: The Anglo-Saxons</p> <p>Year 5 Unit 1: The Maya Civilisation</p> <p>Year 6 Unit 1: The Ancient Greeks</p>		<ul style="list-style-type: none"> Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance. 	<ul style="list-style-type: none"> Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme. Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity. 	<ul style="list-style-type: none"> Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance.
	<ul style="list-style-type: none"> To understand how and why different interpretations of the past have been constructed. 	<p>Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>Year 4 Unit 1: Roman Britain</p> <p>Year 5 Unit 2: The Vikings</p> <p>Year 6 Unit 3: Journeys</p> <p>Year 6 Unit 1: The Ancient Greeks</p>	<ul style="list-style-type: none"> Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ. Can identify a number of ways in which the interpretations are the same and also different. Can provide a reason why the sources may differ, but this is undeveloped. 	<ul style="list-style-type: none"> Can identify a range of ways in which two or more accounts of the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts. 	<ul style="list-style-type: none"> Can confidently identify the ways in which interpretations of the same event or person can differ. Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations. 	<ul style="list-style-type: none"> Can confidently and independently identify the different interpretations in a range of topics Can give a range of valid reasons for the different interpretations in a range of topics, To demonstrate insight into why some aspects of the interpretation may be the same. Will make reference to the differing types of representation.

Historical Enquiry: Planning and Carrying out a Historical Enquiry	<ul style="list-style-type: none"> • To construct informed responses that involve thoughtful selection and organisation. • To develop appropriate use of historical terms. 	<p>Year 4 Unit 3: Our Local Area</p> <p>Year 4 Unit 1: Roman Britain</p> <p>Year 4 Unit 1: The Anglo-Saxons</p> <p>Year 6 Unit 3: The Impact of War</p>		<ul style="list-style-type: none"> • Can independently devise significant historical enquiries based on a range of valid questions.. • Can answer the questions in some detail using a range of relevant and varied sources to support points made. • Work will be clearly structured with contrasting viewpoints considered. • Use a broad range of relevant historical terms. • Will work independently and with confidence. 	<ul style="list-style-type: none"> • Can independently devise significant historical enquiries based on a range of valid questions.. • Can answer the questions in some detail using a range of relevant and varied sources to support points made. • Work will be clearly structured with contrasting viewpoints considered. • Use a broad range of relevant historical terms. • Will work independently and with confidence. 	<ul style="list-style-type: none"> • Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. • Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. • Will reach a valid overall conclusion.. • Will confidently use a broad range of challenging, relevant historical terms throughout. • Will critically evaluate their enquiry and consider ways in which it could be improved or developed.
Historical Enquiry: Using Sources as Evidence	<ul style="list-style-type: none"> • To understand how our knowledge of the past is constructed from a range of sources. 	<p>Year 3 Unit 1: The Stone Age</p> <p>Year 3 Unit 2: The Bronze Age and the Iron Age</p> <p>Year 4 Unit 2: The Anglo-Saxons</p> <p>Year 5 Unit 3: Crime and Punishment</p> <p>Year 6 Unit 3: The Impact of War</p>	<ul style="list-style-type: none"> • Can understand how sources can be used to answer a range of historical questions. • Will be aware that some sources may be more useful than others in answering certain historical questions. 	<ul style="list-style-type: none"> • Can recognise possible uses of a range of sources for answering historical enquiries. • Can use the sources to compile a detailed description of what Dick Turpin was like. • Can demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources. 	<ul style="list-style-type: none"> • To use a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries. • Can explain why they have made that selection, possibly with some references to utility and reliability 	<ul style="list-style-type: none"> • Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries • Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.