



History

Progression of skills and knowledge

	Working Towards A.R.E	A.R.E	Above A.R.E
Year 3			
<p><u>Historical Knowledge</u></p> <p>1. <i>Constructing the past;</i> <i>Learners establish clear narratives within and across the periods of History they study.</i></p> <p>2. <i>Sequencing the past;</i> <i>Learners develop a chronologically secure knowledge and understanding of British, local and world history.</i></p>	<ul style="list-style-type: none"> Learners identify details about several events and significant people in history (e.g. identify some of the achievements made by the Romans). Learners sequence some events, periods and people from topics covered, by providing a few dates (e.g. can place some artefacts belonging to the Bronze and Iron Ages). 	<ul style="list-style-type: none"> Learners demonstrate some overall awareness of and can identify details of themes (like war, the role of women), societies, events and people from local, national and global history Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages). 	<ul style="list-style-type: none"> Can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Egyptian period. Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).
<p><u>Historical Concepts</u></p> <p>1. <i>Change and Development;</i> <i>Address and create historically valid questions about change, similarity and difference.</i></p>	<ul style="list-style-type: none"> Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences 	<ul style="list-style-type: none"> Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the 	<ul style="list-style-type: none"> Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some



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<p><i>Note connections, contrasts and trends over time.</i></p> <p>2. Cause and Effect; <i>Address and create historically valid questions about cause.</i></p> <p>3. Significance and Interpretations; <i>Address and create historically valid questions about significance.</i> <i>Understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p>between the Stone Age periods).</p> <ul style="list-style-type: none"> • Can describe some relevant causes for, and effects on, some of the key events and developments covered. • Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain). • The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans). 	<p>different periods of the Stone Age).</p> <ul style="list-style-type: none"> • Can comment on the importance of causes and effects for some of the key events and developments within topics. • Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). • The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca). 	<p>changes within the Stone Age were of particular importance).</p> <ul style="list-style-type: none"> • Can explain with confidence the significance of particular causes and effects for many of the key events and developments. • Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive). • The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).
<p><u>Historical Enquiry</u></p> <p>1. Planning and carrying out a Historical Enquiry; <i>Learners informed responses that involve thoughtful selection and organisation.</i></p>	<ul style="list-style-type: none"> • Can ask valid questions for enquiries and answer using a number of sources. • Can understand how sources can be used to answer a range of historical questions. 	<ul style="list-style-type: none"> • Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. 	<ul style="list-style-type: none"> • Can independently devise significant historical enquiries to produce substantiated and focused responses. • The pupil can comment on the usefulness and



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<p><i>Develop appropriate use of historical terms.</i></p> <p>2. Uses Sources as Evidence <i>Understand how our knowledge of the past is constructed from a range of sources.</i></p>		<ul style="list-style-type: none"> The pupil can recognise possible uses of a range of sources for answering historical enquiries. 	<p>reliability of a range of sources for particular enquiries.</p>
<p>Year 4</p>			
<p><u>Historical Knowledge</u></p> <p>1. Constructing the past; <i>Learners establish clear narratives within and across the periods of History they study.</i></p> <p>2. Sequencing the past; <i>Learners develop a chronologically secure knowledge and understanding of British, local and world history.</i></p>	<ul style="list-style-type: none"> Learners identify details from several themes (war, justice, the role of women), societies (royalty, government, education, army) events and significant people covered in local, national and global history. Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages). 	<ul style="list-style-type: none"> Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages). 	<ul style="list-style-type: none"> Can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Egyptian period. Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).



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<p><u>Historical Concepts</u></p> <p>1. Change and Development; <i>Address and create historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i></p> <p>2. Cause and Effect; <i>Address and create historically valid questions about cause.</i></p> <p>3. Significance and Interpretations; <i>Address and create historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> • Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods). • Can describe some relevant causes for, and effects on, some of the key events and developments covered. • Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain). • The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans). 	<ul style="list-style-type: none"> • Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age). • Can comment on the importance of causes and effects for some of the key events and developments within topics. • Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). • The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca). 	<ul style="list-style-type: none"> • Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance). • Can explain with confidence the significance of particular causes and effects for many of the key events and developments. • Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive). • The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).
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<p><u>Historical Enquiry</u></p> <p>1. <i>Planning and carrying out a Historical Enquiry;</i> <i>Learners informed responses that involve thoughtful selection and organisation.</i> <i>Develop appropriate use of historical terms.</i></p> <p>2. <i>Uses Sources as Evidence</i> <i>Understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> • Can ask valid questions for enquiries and answer using a number of sources. • Can understand how sources can be used to answer a range of historical questions. 	<ul style="list-style-type: none"> • Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. • The pupil can recognise possible uses of a range of sources for answering historical enquiries. 	<ul style="list-style-type: none"> • Can independently devise significant historical enquiries to produce substantiated and focused responses. • The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.
<h3>Year 5</h3>			
<p><u>Historical Knowledge</u></p> <p>1. <i>Constructing the past;</i> <i>Learners establish clear narratives within and across the periods of History they study.</i></p> <p>2. <i>Sequencing the past;</i> <i>Learners develop a chronologically secure knowledge and understanding of British, local and world history.</i></p>	<ul style="list-style-type: none"> • Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life). • Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and 	<ul style="list-style-type: none"> • Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). • Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the 	<ul style="list-style-type: none"> • Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Maya civilisation). • Can independently explain the sequence of key events,



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	events on an annotated timeline).	main Ancient Greek developments, people and events).	objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).
<p><u>Historical Concepts</u></p> <p>1. <i>Change and Development;</i> Address and create historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>2. <i>Cause and Effect;</i> Address and create historically valid questions about cause.</p> <p>3. <i>Significance and Interpretations;</i> Address and create historically valid questions about significance. Understand how our knowledge of the past is</p>	<ul style="list-style-type: none"> • Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance). • Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain). • Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece). 	<ul style="list-style-type: none"> • Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication). • Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success). • Can explain reasons why particular aspects of a historical event, 	<ul style="list-style-type: none"> • Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time). • Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons).



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<p>constructed from a range of sources.</p>	<ul style="list-style-type: none"> • Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta). 	<p>development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).</p> <ul style="list-style-type: none"> • Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games). 	<ul style="list-style-type: none"> • Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice). • Can understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Athenian society).
<p><u>Historical Enquiry</u></p> <p>1. <i>Planning and carrying out a Historical Enquiry;</i> <i>Learners informed responses that involve thoughtful selection and organisation.</i> <i>Develop appropriate use of historical terms.</i></p> <p>2. <i>Uses Sources as Evidence</i> <i>Understand how our knowledge of the past is constructed from a range of sources.</i></p>	<ul style="list-style-type: none"> • Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry). • Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask 	<ul style="list-style-type: none"> • Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion. 	<ul style="list-style-type: none"> • Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce



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	<p>questions about the usefulness and reliability of sources relating to the locality during the Second World War).</p>	<ul style="list-style-type: none"> • Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area). 	<p>an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).</p> <ul style="list-style-type: none"> • Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).
<h3>Year 6</h3>			
<p><u>Historical Knowledge</u></p> <p><i>1. Constructing the past; Learners establish clear narratives within and across the periods of History they study.</i></p> <p><i>2. Sequencing the past;</i></p>	<ul style="list-style-type: none"> • Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life). • Can sequence with some independence many of the significant events, societies and people within topics 	<ul style="list-style-type: none"> • Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). 	<ul style="list-style-type: none"> • Can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding



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<p><i>Learners develop a chronologically secure knowledge and understanding of British, local and world history.</i></p>	<p>covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).</p>	<ul style="list-style-type: none"> • Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events). 	<p>the variety of social, economic, cultural and political aspects of the Maya civilisation).</p> <ul style="list-style-type: none"> • Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).
<p><u>Historical Concepts</u></p> <p>1. <i>Change and Development;</i> Address and create historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>2. <i>Cause and Effect;</i> Address and create historically valid questions about cause.</p>	<ul style="list-style-type: none"> • Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance). • Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain). 	<ul style="list-style-type: none"> • Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication). • Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful 	<ul style="list-style-type: none"> • Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time). • Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and



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<p><i>3. Significance and Interpretations;</i> Address and create historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none"> • Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece). • Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta). 	<p>travellers and how important this was in their success).</p> <ul style="list-style-type: none"> • Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks). • Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games). 	<p>explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons).</p> <ul style="list-style-type: none"> • Can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice). • Can understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Athenian society).
<p><u>Historical Enquiry</u></p> <p><i>1. Planning and carrying out a Historical Enquiry;</i> <i>Learners informed responses that involve thoughtful selection and organisation.</i></p>	<ul style="list-style-type: none"> • Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a 	<ul style="list-style-type: none"> • Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series 	<ul style="list-style-type: none"> • Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to



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<p><i>Develop appropriate use of historical terms.</i></p> <p>2. <i>Uses Sources as Evidence; Understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p>conclusion at the end of an enquiry).</p> <ul style="list-style-type: none"> • Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War). 	<p>of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</p> <ul style="list-style-type: none"> • Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area). 	<p>develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).</p> <ul style="list-style-type: none"> • Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).
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