



Ravenscote Junior School - History Skills Progression.



History, the study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. Through our study of the past, we can understand how our own world works. We can also understand how and why things happen to us.

By the end of Key stage 2, pupils will have developed secure chronological knowledge and understanding of the world's past, and how it has developed into the world we live in today. It will engage our pupils in questions about Britain's past and that of the wider-world. Pupils will continue to develop chronological secure knowledge of British, local and world history, establishing clear narratives within and across the periods studied. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will understand how knowledge of the past is contrasted from a range of sources and be able to judge their reliability. The subject provides a historical context that can help pupils to understand the present, appreciate the challenges of our time, and prepare them for the future. Our curriculum content is knowledge, vocabulary and experience rich, allowing children to develop their understanding of abstract historical concepts as they move through school.

Our curriculum promotes curiosity and a love for learning about the past. Alongside the development of substantive knowledge, children will develop their disciplinary skills as they learn the fundamental elements of what it is to be a historian. By exploring our diverse range of topics, including figures and events, it gives pupils an insight to many different cultures from around the world, both in the present day and in that of the past. Furthermore, it provides our pupils with insight as to how the world has been shaped today, aiming to foster children that have an unbiased, prejudice-free perception of the world. We endeavour to deliver a Non-Eurocentric curriculum, in order to give children a broader learning experience, and a curriculum which is reflective of our pupil's heritage and culture. As historians, children will learn from history to influence the decisions they make in their lives now and in the future.

National Curriculum

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in 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, achievements and their influence on the western world
- The Roman Empire and its impact on Britain
- Britain's settlement by the Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066



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- A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
- A local history study

	Year 3	Year 4	Year 5	Year 6
Time period to be studied	Ancient Egyptians.	Stone age through to Iron age.	Mayan civilization.	WWII
Time period studied	Anglo Saxons	History Heroes	Tudor England	Ancient Greece
Time period studied		Roman Empire.	London through the ages	Vikings
	Year 3 Skills	Year 4 Skills	Year 5 Skills	Year 6 Skills
Chronological understanding	H7: Begin to place the time studied on a timeline H8: Use dates and terms related to the study unit and passing time H9: Sequence several events or artefacts	H5: Place events from the time studied on a timeline H6: Use dates and terms related to the period and begin to date events. H7: Understand more complex terms e.g. BC/AD	H8: Know and sequence key events of the time studied. H9: Use relevant terms and period labels. H10: Make comparisons between different times in the past. H11 Relate current studies to previous learning.	H8: Place current study on a time line in relation to other studies. H9; Use relevant dates and terms. H10 Sequence up to 10 events on a timeline. H11 Identify and compare changes within and across different periods.
Historical knowledge	H10: Find out about everyday lives of people in the time studied.	H9: Use evidence to reconstruct life in the time studied.	H12: Study different aspects of different people (men, women, rich, poor)	H12: Find out about the beliefs, behaviour and characteristics of people, recognising that not



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	<p>H11: Compare with our life today.</p> <p>H12: Identify reasons for and the consequences of people's actions.</p> <p>H13: Understand why people may have wanted to do things</p>	<p>H10: Identify key features and events of the time studied.</p> <p>H11: Look for links and effects in the time studied.</p> <p>H12: Offer a reasonable explanation for some events.</p>	<p>H13: Examine causes and results of great events and the impact on people.</p> <p>H14: Compare the life in the early and the late times studied.</p> <p>H15: Describe the main changes in a period of History</p>	<p>everyone shares the same views and feeling.</p> <p>H13: Compare beliefs and behaviour with another time studied.</p> <p>H14: Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>
Interpretations of history	<p>H14: Identify differences in accounts and the different ways in which the past is represented.</p> <p>H15: Distinguish between different sources and begin to evaluate their usefulness e.g. museum, artefacts, books etc.</p>	<p>H13: Evaluate the usefulness of different sources.</p> <p>H14 Identify differences in accounts and give reasons why they may be different.</p>	<p>H16: Know that people (now and in the past) can represent events or ideas that persuade us.</p> <p>H17: Compare accounts from different sources about the same event</p> <p>H18: Suggest justified reasons as to why there may be different accounts of history</p>	<p>H15: Evaluate and link sources to work out how conclusions have been made.</p> <p>H16: Suggest accurate and plausible reasons as to how / why aspects of the past have been represented and interpreted in different ways.</p> <p>H17: Provide explanations as to why there may be different accounts of history.</p>



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Historical enquiry	<p>H16: Use a range of sources to make observations.</p> <p>H17: Select and record information relevant to an enquiry.</p> <p>H18: Ask and answer questions</p>	<p>H15: Use sources of information to answer questions about the past.</p> <p>H16: Use a variety of resources to find out about aspects of life in the past.</p> <p>H17: Choose relevant materials to represent a picture of the past.</p> <p>H18: Ask a variety of questions.</p>	<p>H19: Begin to identify primary and secondary sources.</p> <p>H20: Use evidence to build a picture of life in the time studied.</p> <p>H21: Compare an aspect of life with the same aspect in another period.</p> <p>H22: Ask, answer and evaluate a variety of questions.</p>	<p>H18: recognise primary and secondary sources.</p> <p>H19: Bring knowledge gathered from a range of sources together into a fluent account.</p> <p>H20: Evaluate the usefulness and accuracy of different sources and evidence.</p> <p>H21: Form own opinion about historical events from a range of sources.</p>
Vocabulary, Organisation and Communication	<p>H1: Communicate knowledge through discussions.</p> <p>H2: Communicate knowledge through drawing pictures.</p> <p>H3: Communicate knowledge through drama / role play.</p> <p>H4: Communicate knowledge through annotation and writing.</p>	<p>H1: Recall, select and organise historical information.</p> <p>H2: Communicate knowledge and understanding by thoughtfully selecting relevant historical information.</p> <p>H3: Communicate knowledge through drama/ role play and different genres of writing.</p>	<p>H1: Select information to produce structured work, making appropriate use of dates.</p> <p>H2: Show understanding of some of the similarities and differences between different periods.</p> <p>H3: Give reasons as to why some events, people or developments are seen as more significant than others.</p>	<p>H1: Select and organise information to produce structured work, making appropriate use of dates.</p> <p>H2: Show informed understanding of the similarities and differences between different periods and suggest reasons for them.</p> <p>H3: Give informed reasons why some events, people or</p>



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	<p>H5: Develop understanding of appropriate historical vocabulary.</p> <p>H6: Describe some of the similarities and differences between periods.</p>	<p>H4: Use and understand appropriate vocabulary.</p>	<p>H4: Begin to offer explanations about why people in the past acted the way that they did.</p> <p>H5: Communicate and organise ideas using detailed discussions and different writing genres.</p> <p>H6: Begin to use abstract vocabulary such as social, economic and cultural.</p>	<p>developments are seen as more significant than others.</p> <p>H4: Offer explanations about why people in the past acted the way that they did.</p> <p>H5: Communicate and organise ideas using detailed discussion, writing genres and debates.</p> <p>H6: Know and show good understanding of vocabulary and abstract terms.</p> <p>H7: Provide and justify and account of a historical event based upon more than one source.</p>
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