


HJS Curriculum Skills Progression – History

 <b>History skills</b>	Year 3	Year 4	Year 5	Year 6
<p>The humanities are taught mainly through topic work. Each year, there will be at least one topic with a History focus, and History will also be covered where relevant in other topics. Topics are designed to deliver essential subject knowledge and to progressively develop the skills required to think like a historian.</p> <p>Teachers will plan their own units of work based on this skills progression sheet.</p>				
<b>Topics</b>	Brilliant Bristol, Awesome Ancestors, Ancient Egypt	Ancient Influences, Earth Explorers, Our World Our Future	Invaders, Explorers, Rainforests	Shaping America, WW2, The Maya
<b>Chronological understanding</b>	Spot broad differences in time such as then/now; before/after Use dates and terms related to the study unit and passing of time eg BC/AD, ancient, prehistory, prehistoric, period. Sequence five or six events/objects	Some grasp of more complex terms e.g. ancient, modern Produce timelines Sequence seven or eight events/objects	Use period labels (eg Romans, Anglo-Saxons, Vikings, Normans) Use new time terms e.g. century, Match dates to people and events	Place current study on a time line in relation to other studies – e.g history of the Maya, WW2 chronology Expand use of dates and terms e.g. period, era, BC and AD, nineteenth century (e.g. for 1845) Sequence 10 events/objects
<b>Range and depth of historical knowledge</b>	Find out about everyday lives of people in time studied Compare with our life today and find connections. Study different aspects of different people e.g. differences between men and women (hunters/Stone Age). Identify reasons for people's actions Understand why somebody may have wanted to do something Understand what may have happened as a result of an event or action	Use evidence to reconstruct life in time studied e.g. Roman assembly Identify key features and events of time studied and look for links and effects e.g. Roman invasion of Britain and links to Ancient Greece and Ancient Rome Offer a reasonable explanation for some events e.g. invasion of Britain	Examine causes and results of great events and the impact on people (Context: Migration from Northern Europe) Compare an aspect of life with the same aspect in another period (Context: Religion, village life)	Analyse the motives Offer comparisons and contrasts across more than one period of history e.g of individuals and groups – e.g treatment of Germans after WW1 created a climate for WW2 differences between men and women – e.g roles of men and women during WW2 Explain the beliefs of others including some that are conflicting – e.g German beliefs about Jews, Mayan beliefs

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<p><b>Historical interpretation</b></p>	<p>Distinguish between different sources e.g. picture/photograph, artefact. Draw some conclusions about sources.</p>	<p>Look at the evidence available. Ask a variety of questions. Make simple deductions and inferences, e.g. written evidence of Boudica and Ancient Greek artefacts study.</p>	<p>Begin to evaluate the usefulness of different sources. Make inferences about the viewpoint of others. Show some grasp of the thoughts and feelings of others.</p> <p>(Context: Sutton Hoo, Bristol case study)</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion – e.g discuss reliability of sources and how many of them would be subjective. Be aware that different evidence will lead to different conclusions – e.g look at propaganda posters. Confidently use the library and internet for research</p>
<p><b>Historical enquiry</b></p>	<p>Gather information from 2 or 3 sources Begin to use books and internet for research Select and record information relevant to study. Write at least three sentences to communicate their findings.</p>	<p>Read and comprehend a range of sources Choose relevant material to present an account of one aspect of life in the past Arrange and express information in short paragraphs e.g. Roman sources describing Boudica</p>	<p>Offer some reason for different versions of events Re-tell a story from the viewpoint of someone involved Produce an account of two or three paragraphs</p> <p>Context: Viking invasions from the Monks perspectives</p>	<p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past – e.g WW2 experience Engage in an independent investigation – e.g WW2 experience Produce accounts of four or five paragraphs including sub-headings</p>
<p><b>Organisation and communication</b></p>	<p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Recall, select and organise historical information Communicate their knowledge and understanding. Drama / making models / writing task about a Roman battle</p>	<p>Recall, select and organise historical information Communicate their knowledge and understanding.</p> <p>Context: Enquiry- Did the Anglo-Saxons live in Bristol?</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms. - e.g WW2 experience – becoming an expert for visitors</p>

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<p><b>Significant people</b>  <b>Historical figures and historians</b></p>				
<p><b>Use of Vocabulary</b></p>	<p>Artefact  Archaeologist  Ancient  BC/AD  Hunter gatherer  Invention  Prehistory/prehistoric  Period  Chronology  Farmer  Community  Compare  Bronze  Stone  Iron  Neolithic  Skara brae  Settlement</p>	<p>AD/BC BCE/CE  Advantages/ disadvantages  Ancient  Artefact  Aqueduct  Amphitheatre  Archaeology  Architecture  Authentic  Ancient Civilisation  Celts  Centurion  Chronology  Duration  Empire  Emperor  Gods / Goddesses  Greeks  Greek tale  Hunter-gather  Invasion  Invention  Masks  Modern  Olympic  Peasant  Present  Roman  Sequence  Settler  Slave  Theatre  Timeline</p>	<p>Archaeology  Artefact  Century  Church  Christianity  Danelaw  Decade  Gods/Goddesses  Immigration  Invader  Migration  Monastery  Pagan  Primary evidence  Settler</p>	<p>Air raid  Allies  Axis Powers  Blitz  Commonwealth  Decade  Evacuation  Holocaust  Nazi  Primary and secondary sources  Propaganda  Rationing</p>

## **National Curriculum Key stage 2**

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.