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**History Curriculum Progression**

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|  | **KS2** | | | | |
| **Year 3** | | **Year 4** | **Year 5** | **Year 6** |
| **Key Vocabulary** | | * Know how to use historical skills vocabulary *e.g. artefacts, similarity/difference, research, comparison, significance* * Know how to use key historical vocabulary *e.g.* chronology, *century, decade, BC/AD, time period, prehistoric, ancient, sources, archaeologists,* * Know how to use specific vocabulary linking to my enquiry *(see vocabulary list).* | * Know how to use historical skills vocabulary *e.g. facts/opinion, interpretation, reliability, argument, compare/contrast, reasoning, discussion* * Know how to use key historical vocabulary *e.g. era, evidence, primary/secondary sources, influence, significance, impact* * Know how to use specific vocabulary linking to my enquiry *(see vocabulary list).* | * Know how to use historical skills vocabulary *e.g. deduction, inference, interpretation, chronology, comparison, contrast, change, continuity* * Know how to use key historical vocabulary *e.g. cause and effect, bias, influence, point of view, primary/secondary sources, significance, impact* * Know how to use specific vocabulary linking to my enquiry *(see vocabulary list).* | * Know how to use historical skills vocabulary *e.g. reflection, conclusions, deduction, inference, anachronism* * Know how to use key historical vocabulary *e.g. cause and effect, change/continuity, bias, influence, objectivity, subjectivity, modern British values, laws, propaganda, impact* * Know how to use specific vocabulary linking to my enquiry *(see vocabulary list).* |
| **Historical Chronology Skills** | | * Begin to know and understand that the past is divided into differently named periods of time. * Begin to know how to place events, people and changes of British, local and world history on a timeline, using dates and BC/AD. * Begin to know how to put artefacts and pieces of information into chronological order. | * Know that the past is divided into differently named periods of time and can use some dates to explain British, local and world history. * Know how to place events, people and changes of British, local and world history on a timeline, using dates and BC/AD accurately. * put artefacts and information into chronological order accurately. | * Begin to know how to demonstrate a coherent chronological narrative, knowledge and understanding of British history and the wider world. * Know how to tell the story of events within and across the time periods I have studied. * Begin to know how to make connections, contrasts and identify trends over short and longer time periods. | * Know how to demonstrate a coherent chronological narrative, knowledge and understanding of British history and the wider world. * Know how to describe connections, contrasts and trends over short and longer time periods. * Know how to identify specific changes within and across different periods over a long arc of development. |
| **Historical Concept Skills** | | * Understand that the past is divided into differently named periods of time. * Know how to describe a range of similarities and differences between the time periods I have studied so far. | * Understand that the past is divided into differently named periods of time and can use some dates to explain British, local and world history. * Know how to compare and contrast periods I have studied and make connections, using vocabulary such as change, similarity, difference, cause, and significance. | * Understand the historical concepts of cause and consequence, continuity and change and similarly and difference. * Know how to ask questions about the significance of the people and/or events I have studied. * Understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. | * Understand and can devise questions about the historical concepts of cause and consequence, continuity and change and similarly and difference. * Know how to devise questions about the significance of the people and/or events I have studied, and use my knowledge of historical concepts to suggest answers. * Know how to debate and discuss historical trends/themes over time and see the relationship between different periods and the legacies and/or the impact for me and my identity. |
| **Historical interpretation Skills** | | * Understand that the past can be represented or interpreted in a few different ways. * Begin to think critically, weigh evidence and sift arguments. | * Understand and can describe how the past can be represented or interpreted in different ways. * Think critically, weigh evidence and sift arguments. * Begin to construct informed responses that involve relevant historical information. | * Know how to think critically, weigh evidence, sift arguments and I am beginning to develop perspective and judgement. * Know how to evaluate and select from a range of historical sources to find relevant historical information. * Have an awareness of different views about people and events. | * Know how to think critically, weigh evidence, sift arguments and develop perspective and judgement. * Know how to consider different viewpoints and understand bias and anachronism. * Know how to show an awareness of different views about people and events, and can give some reasons why different versions of the past exist. |
| **Historical Enquiry Skills** | | * Know how to answer historically valid questions. * Know how to use a source of information to help me answer questions about the past. | * Know how to answer, and sometimes devise, my own historically valid questions. * Know how to use one or more sources of information to help me answer questions about the past. | * Know how to explain how our knowledge of the past is constructed from a range of sources. * Know how to select and organise historically valid information from a range of primary and secondary sources to answer questions. * Begin to evaluate a range of historical sources. | * Understand the methods of historical enquiry, knowing how evidence is used rigorously to make historical claims. * Know how to select and organise historically valid information from a range of primary and secondary sources to answer questions and devise my own. * Know how to evaluate a range of historical sources, and make perceptive deductions about the reliability of sources. |
| **Historical Communication Skills** | | * Know how to present recalled information, using some historical vocabulary. * Know how to write sentences to describe some of the main events, people and changes in British history and the wider world. | * Know how present recalled information in a variety of ways, using historical vocabulary. * Know how to write a paragraph to describe some of the main events, people and changes in British history and the wider world. * Begin to use place value in the context of timelines. | * Know how to create my own written narratives about the periods and people I have studied, which are accurate chronologically. * Know how to construct informed responses to relevant historical information. * Know how to use key historical vocabulary accurately. * Know how to apply mathematical skills to place events in chronological order on a timeline. | * Know how to create my own written narratives and analyses about the periods and people I have studied, which are accurate chronologically. * Know how to construct informed responses to relevant historical information, and make pertinent and valid comparisons between periods. * Know how to use, and define, key historical vocabulary accurately. * Know how to confidently use/apply mathematical skills to place events in chronological order and calculate durations. |