



History Progression of Skills KS2				
	<p>This document has been designed to show how we will cover all of the relevant history knowledge and skills across our school. The context in which these are taught is down to the discretion of teachers, where possible trying to match the content of their unit to their year group's termly topic. Please see the individual Year Group's Termly overview to see the content of the History studied at St Michael's School.</p>			
	<p>Year 3 Areas of study:</p> <ul style="list-style-type: none"> ☑ Changes in Britain from the Stone Age to the Iron Age including the Cornish Celts. ☑ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt. ☑ Local history unit on Tin Mining in Cornwall. 	<p>Year 4 Areas of study:</p> <ul style="list-style-type: none"> ☑ The Roman Empire and its impact on Britain. ☑ The Viking and Anglo-Saxon settlement and struggle for the Kingdom of England, to the time of Edward the Confessor. ☑ A non-European society that provides contrasts with British history – <u>Mayan civilization c. AD 900</u>; 	<p>Year 5 Area of Study</p> <ul style="list-style-type: none"> ☑ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Norman Conquest. Ancient Greece – a study of Greek life and achievements and their influence on the western world. ☑ The Industrial Revolution 	<p>Year 6 Area of Study</p> <ul style="list-style-type: none"> ☑ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- World War 2 - The Home Front (including a local history study). ☑ The Civil Rights Movement ☑ Benin
Chronological Understanding	<p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <ul style="list-style-type: none"> ☑ Use a timeline to place historical events in chronological order. ☑ Describe dates of and order significant events from the period studied. Use words and phrases such as century and decade. 	<p>☑ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <ul style="list-style-type: none"> ☑ Order significant events and dates on a timeline. ☑ Describe the main changes in a period in history. ☑ Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary, which denotes the period. 	<p>☑ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <ul style="list-style-type: none"> ☑ Order significant events, movements and dates on a timeline. ☑ Sequence historical periods. ☑ Describe the main changes within and across historical periods. ☑ Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance etc. 	<p>☑ Order significant events, periods, movements and dates on a timeline.</p> <ul style="list-style-type: none"> ☑ Identify and compare changes within and across different periods. ☑ Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. ☑ Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion. ☑ Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war.
Knowledge and understanding of events, people and changes in the past	<p>Use evidence to describe:</p> <ul style="list-style-type: none"> ☑ culture and leisure activities from the past. ☑ the clothes, way of life and actions of people in the past. ☑ people's beliefs and attitudes. ☑ buildings and their uses of people from the past ☑ how any of the above may have changed during a time period ☑ Suggest reasons for why there were differences between periods. 	<ul style="list-style-type: none"> ☑ Use evidence to describe features of past societies and periods. ☑ Use evidence to show how the lives of rich and poor people from the past differed. ☑ Describe similarities and differences between people, events and artefacts studied. ☑ Identify some ideas, beliefs and attitudes of past cultures. ☑ Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> ☑ Choose reliable sources of information to find out about the past. ☑ Give own reasons why changes may have occurred, backed up by evidence. ☑ Give short term cause and consequence of the main events, situations and changes in the period studied. ☑ Describe similarities and differences between some people, events and artefacts studied. ☑ Describe how historical events studied affect/influence life today. ☑ Identify changes and make links between some of the features of past societies. (e.g. religion, houses, society, technology). 	<ul style="list-style-type: none"> ☑ Choose reliable sources of evidence to find out about aspects of the past. ☑ Give reasons why aspects of life have changed during a time period, backed up by evidence. ☑ Describe similarities and differences between some people, events and artefacts studied. ☑ Describe how some of the things studied from the past affect/influence subsequent periods, and in the long term, on today's society. ☑ Make links between some of the features of past societies. (e.g. ethnic diversities religion, houses, society, technology).
Historical enquiry and interpretation Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	<ul style="list-style-type: none"> ☑ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. ☑ Ask questions and find answers about the past. ☑ Identify the difference between fact and opinion. ☑ Explore the idea that there are different accounts of history. ☑ Look at 2 different versions of the same event and viewpoints and identify differences in the accounts. 	<p>Historical enquiry</p> <ul style="list-style-type: none"> ☑ Understand the difference between primary and secondary sources. ☑ Ask questions of source materials and find answers about the past. <p>Historical interpretation</p> <ul style="list-style-type: none"> ☑ Look at different versions of the same event in history and give reasons why there may be different accounts. ☑ Know that people in the past represent events or ideas in a way that persuades others. 	<p>Historical enquiry ☑</p> <ul style="list-style-type: none"> ☑ Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Question the reliability of source material. ☑ Investigate own lines of enquiry by posing questions to answer. <p>Historical interpretation</p> <ul style="list-style-type: none"> ☑ Begin to understand that people can represent events or ideas in ways that persuade others - bias and propaganda and that this affects interpretations of history. ☑ Give reasons why there may be different accounts of history. ☑ Evaluate evidence to choose the most reliable forms. 	<p>Historical enquiry</p> <ul style="list-style-type: none"> ☑ Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. ☑ Choose appropriate sources of evidence –primary or secondary, to answer questions, realising that there is often not a single answer to historical questions. ☑ Investigate own lines of enquiry by posing questions to answer. <p>Historical interpretation</p> <ul style="list-style-type: none"> ☑ Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. ☑ Know that people both in the past have a point of view and that this can affect interpretation. ☑ Form own opinions about historical events from a range of sources. ☑ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation, evaluate and communicate information	<ul style="list-style-type: none"> ☑ Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> ☑ Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> ☑ Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. ☑ Plan and present a self-directed project or research about the studied period giving reference to historical skills. 	