

## Crawley Ridge Junior School Skills Progression History

By the end of 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a 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 and achievements and their influence on the western world
- The Roman Empire and its impact on Britain
- Britain’s settlement by 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
- 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
Themes	History of the school- Graitney Conquest- Celts and Romans	Local history- Camberley Ancient Greece	Ancient Egypt The Tudors	WW2 Significant explorers and journeys from history
Similarities and Differences	Describe similarities and differences between the Romans and Celts.	Compare two periods of history in Camberley identifying similarities and difference between them	Make connections between two periods of history to begin to develop historical perspective	Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective

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Vocabulary	Use appropriate historical vocabulary to describe key features of a time period	Begin to use abstract terms (empire, civilisation, democracy, peasantry and oligarchy)	Make appropriate use of historical terms in discussion and understand concepts (e.g. local, regional, national and international)	Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social)
Chronology	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied	Independently place historical events or change on a timeline, remembering key facts from a period of history studied	Create from memory a timeline from dates/ details/ eras showing a knowledge of how to check for accuracy
Significant Individuals	Explain how a significant figure of a period influenced change <b>Assemblies</b>	Explain how significant historical figures contributed to a national and international achievements	Describe how a significant individual or movement has influenced the UK or wider world	Describe how a significant individual or movement has influenced an area of expertise in the UK or wider world <b>Asemblies/PHSE</b>
Local history	Describe how national changes affected their locality	Describe the impact of national events on the local area Summarise the development of the local area over a period of time	Use a range of local history resources to describe how an event affected a local town or village. ??????	Suggest and research information sources required to present an in-depth study of a local town or city ??????
Continuity and Change	Describe how some of the main changes in Britain resulting from an event (e.g. an invasion or war)	???????	Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world	Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world
Cause and Consequences Historical Questions	Express an opinion on whether a person or event had a positive or negative impact on life in Britain Suggest useful research questions	Explain that an event can have more than one cause. Ask and answer more complex questions through independent research	Explain why people acted as they did (e.g. Why Henry VIII married many times to produce an heir)	Describe the negative and positive impact of a period of history on contemporary society.

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			Follow independent lines of enquiry and make informed responses based on this.	Independently investigate a complex historical research question
Recording	Use recounts, stories, diaries and pictures to illustrate understanding about historical events	Choose the best way to record a range of historical information	Select, organise and record relevant information from a range of sources to produce well- structured narratives, descriptions and explanations	Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose
Historical Enquiry	Introduction to varied sources materials (artefacts, pictures and photos, pamphlets, mosaics, secondary source books) which can help answer questions about the past	Use a range of source materials to answer questions about the past which go beyond simple observations leading to a greater discernment of historical sources	Describe how different types of evidence tell us different things about the past (e.g. artefacts and archaeology versus contemporary accounts) and understand why contrasting contemporary arguments and interpretations occur	Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history