

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 |
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| Themes | History of the school- Graitney Conquest- Celts and Romans | Local history- Camberley Ancient Greece | Ancient Egypt The Tudors | WW2 Ancient Maya |
| Similarities and Differences | Describe similarities and differences between two different time periods modern day e.g. the Romans and Celts compared to modern day. | Compare two periods of history, identifying similarities and difference between them e.g. Camberley before and after the coming of the railway and compared to modern day. Aspects of Ancient Greece compared to Ancient Rome. | Make connections between two or more periods of history in order to begin to develop historical perspective, with particular reference to: settlement, beliefs and culture. | Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective with particular reference to: settlement, beliefs and culture. |

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| Vocabulary | Use appropriate historical vocabulary to describe key features of a time period | Begin to use abstract terms (e.g. empire, civilisation, democracy) | Make appropriate use of historical terms in discussion and in recording. | Begin to use 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. | With support, place different periods of time/events on a timeline and remember some key dates from a period studied. | Independently place historical events on a timeline, remembering key dates from a period of history studied. | Create a timeline of events/eras showing an ability to cross reference with timelines from other eras/events. |
| Significant Individuals | Explain how a significant figure of a period influenced change. Mary Anning (Science) | Explain how significant historical figures contributed to a national and international achievements. Ernest Shackleton (Science) | Describe how a significant individual or movement has influenced the UK or wider world. Henry V111 | Describe and evaluate how a significant individual or movement has influenced the UK or wider world. Anne Frank (English) |
| Local history | Describe how the school site has developed over time. Make comparisons between Victorian life in Graitney and now. | Describe the impact of national events on the local area- railways, housing Summarise the development of the local area over a period of time. | | Describe the impact of international events on the local area. (WW2) |
| Continuity and Change | Describe some of the main changes in Britain resulting from an event (e.g. an invasion and occupation- Roman) Describe some changes to the school locality. | Describe some of the main changes/continuity in the houses, everyday life and work and human geography of the local area. | Describe some of the main changes/continuity in houses, everyday life and work, social structure and beliefs in Britain since the Iron Age. | Provide reasons for, and outcomes of some major 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 (Romans in Britain) | Understand that an event can have more than one cause and consequence. (Coming of railway to Camberley) | Explain why people acted as they did (e.g. Why Henry VIII married many times to produce an heir) | Describe and argue the negative and positive impact of an aspect of history from a |

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| | Suggest useful research questions. | Ask and answer more complex questions through supported research. | Follow independent lines of enquiry. | period studied, on contemporary society. Independently investigate a historical research question. |
| Recording | With support, use recounts, stories, diaries and pictures to show knowledge and understanding of historical events. | Use, recounts, stories, diaries, pictures and non-chronological reports to show knowledge and understanding of historical information. | With support, select, organise and record relevant information from a range of sources to produce well- structured non-chronological reports to show knowledge and understanding of historical information. | 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). | Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history. |