

**Rakegate Primary**  
**History – Progression and Knowledge skills**  
**Key Stage 2**



<p><b>National Curriculum Objectives</b></p>	<p>Pupils should be taught about:</p> <p>Knowledge/ understanding of British History</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> <li>• A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</li> </ul> <p>Knowledge/ understanding of wider world history</p> <ul style="list-style-type: none"> <li>• The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and a depth study of the following: The Indus Valley; Ancient Egypt</li> <li>• Ancient Greece- A study of Greek life and achievements and their influence on the Western World</li> <li>• A non- European society that provides contrast with British History: Mayan Civilisation</li> </ul> <p>Local History</p> <ul style="list-style-type: none"> <li>• A local history study</li> </ul>			
<p><b>Chronological Understanding</b></p>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• Put events, people, places and artefacts on a timeline including when special events took place.</li> <li>• Use correct terminology to describe events in the past.</li> <li>• Understands timeline can be divided into BC and AD.</li> </ul>	<p>Year 4</p> <ul style="list-style-type: none"> <li>• Understand more complex historical terms e.g. BC/AD/CENTURY, decade, after, before, during.</li> <li>• Divides recent history into present, using 21st century, and</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>• Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Romans, Anglo Saxons, Vikings Victorians, era, period.</li> </ul>	<p>Year 6</p> <ul style="list-style-type: none"> <li>• Uses timelines to place events, periods and cultural movements from around the world.</li> <li>• Uses timelines to demonstrate changes and developments in culture,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Uses words and phrases: century, decade, ancient.</li> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>• Use dates and terms related to the study unit and passing of time.</li> </ul>	<p>the past using 19th and 20th centuries</p> <ul style="list-style-type: none"> <li>• Names and places dates of significant events from past on a timeline.</li> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>• Use terms related to the period and begin to date events.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.</li> <li>• Gain greater historical perspective by placing their growing knowledge into different contexts.</li> <li>• Use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance.</li> <li>• Make comparisons between different times in the past.</li> <li>• Uses timelines to place and sequence local, national and international events.</li> </ul>	<p>technology, religion, and society.</p> <ul style="list-style-type: none"> <li>• Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>• Describes main changes in a period in history using words such as: social, religious, political, technological, and cultural.</li> <li>• Names date of any significant event studied from past and place it correctly on a timeline.</li> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective.</li> <li>• Use relevant dates and terms - Empire, civilisation,</li> </ul>
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			<ul style="list-style-type: none"> <li>• Sequences historical periods.</li> <li>• Identifies changes within and across historical periods.</li> </ul>	parliament and peasantry, continuity and change, cause and consequence, similarity, difference, and significance.
<b>Range and depth of Historical knowledge</b>	<ul style="list-style-type: none"> <li>• Find out about the everyday lives of people in time studied. Compare with our life today.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in the time studied.</li> <li>• Identify key features and events of time studied.</li> <li>• Look for links and effects in the time studied.</li> <li>• Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people – differences between men and women.</li> <li>• Examine causes and results of great events and the impact on people.</li> <li>• Compare life in 'early' and 'late' times studies.</li> <li>• Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out beliefs, behaviour, and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• Compare beliefs and behaviour with another time studied.</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• Know key dates, characters and events of time studied.</li> </ul>

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<p><b>Historical enquiry – Using evidence/ communicating ideas</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer simple questions about the past,</li> <li>• Understand that knowledge about the past is constructed from a variety of sources</li> <li>• Ask questions such as ‘how did people ....? What did people do for ....?’ Suggest sources of evidence to use to help answer questions.</li> <li>• Construct and organise responses by selecting relevant historical data             <ul style="list-style-type: none"> <li>• Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> </ul> </li> <li>• Observe small details – artefacts, pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the difference between primary and secondary sources of evidence.</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</li> <li>• Asks questions such as ‘what was it like for a ..... during .....?’ Suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Choose relevant material to present a picture of one aspect of life in time past.</li> <li>• Ask and answer a variety of questions.</li> <li>• Use the library and the internet for own personal research.</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses reliable sources of evidence to answer questions.</li> <li>• Answer and devise more complex historically valid questions about change, cause, similarity, difference, and significance.</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to build up a picture of a past event.</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses different sources of information and artefacts.</li> <li>• Evaluates the usefulness and accurateness of different sources of evidence.</li> <li>• Selects the most appropriate source of evidence for tasks.</li> <li>• Forms own opinions about historical events from a range of sources.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Suggest omissions and the means of finding out.</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Answer and devise own historically valid questions about change, cause,</li> </ul>
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		<ul style="list-style-type: none"> <li>• Answer and begin to devise own historically valid questions.</li> </ul>	<p>to collect information about the past.</p> <ul style="list-style-type: none"> <li>• Realises that there is often not a single answer to historical questions</li> </ul>	<p>similarity and difference and significance.</p>
<b>Historical interpretation</b>	<ul style="list-style-type: none"> <li>• Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> <li>• Look at two versions of the same event and identify differences in the accounts.</li> <li>• Recognise the part that archaeologists have in helping us understand more about what happened in the past.</li> <li>• Identify and give reasons for the different ways in which the past is represented.</li> <li>• Distinguish between different sources – compare different versions of the same story.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives reasons why there may be different accounts of history.</li> <li>• Can independently or as part of a group, present an aspect they have researched about a given period of history using multi media skills when doing so.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Note connections in historical periods studied.</li> <li>• Use text books and own growing historical knowledge to gain a better perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> <li>• Look at different versions of the same event – fact or fiction - and identify differences in the accounts.</li> <li>• Give clear reasons why there may be different versions of events.</li> <li>• Know that people (now and in past) can represent events or ideas in ways that persuade others</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past has been represented in different ways.</li> <li>• Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>• Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>• Pose and answer their own historical questions.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Note connections and cause and effect in historical periods studied.</li> <li>• Look at representations of the period e.g. Museum, cartoons</li> </ul>		<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at.</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>• Be aware that different evidence will lead to different conclusions.</li> </ul>
<b>Continuity and change</b>	<ul style="list-style-type: none"> <li>• Describe and begin to make links between main events, situations, and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 3/4, and</li> <li>• Use a greater depth of historical knowledge</li> </ul>	
<b>Causes and consequences</b>	<ul style="list-style-type: none"> <li>• Identify and give reasons for historical events, situations, and changes</li> <li>• Identify some of the results of historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to offer explanations about why people in the past acted as they did</li> </ul>	
<b>Similarities/differences</b>	<ul style="list-style-type: none"> <li>• Describe some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world.</li> </ul>	
<b>Significance</b>	<ul style="list-style-type: none"> <li>• Identify and begin to describe historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons why some events, people or developments are seen as more significant than others</li> </ul>	

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<p><b>Organisation and communication</b></p>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT.</li> <li>• Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Use historically accurate terms to talk about the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT.</li> <li>• Construct own responses beginning to select and organise relevant historical information.</li> <li>• Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li> </ul>	<p>Recall, select and organise historical information.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT.</li> <li>• Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li> </ul>	<ul style="list-style-type: none"> <li>• Recall, select and organise information.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Communicate their knowledge and understanding through discussion, drawing pictures, drama and role-play, making models, writing and ICT.</li> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>• Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</li> </ul>
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