



## Progression of Skills and Knowledge in History – KS2

**History Intent:** *"The more you know about the past, the better prepared you are for the future." —Theodore Roosevelt*

At Earlsmead Primary School, our aim is that through the teaching of history, we will excite children's interests and understanding of the lives of people who lived in the past, as well as understanding how past events have impacted and changed our lives today. Pupils' knowledge, skills and values will be developed through Kapow's enriched History curriculum. Our pupils will develop a sense of chronology, enabling them to not only discover what shaped us as a nation but other key events that took place simultaneously in other parts of the world.

We aim to make children aware of historical figures and to know about significant events in British history and the wider world (British and ancient), appreciating how things have changed over time. We want to ensure that the children know how Britain developed as a society. We encourage pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. This equips pupils to understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, as well as their own identity and the challenges of their time.

At Earlsmead Primary School, we want all of our pupils to be historians. Our aim is for our curriculum to inspire pupils' curiosity to know more about the past, learn from different histories across the world and to apply these skills to be life-long learners and respectful global citizens. Our carefully selected units of enquiry will be enhanced and enriched by tasks that enthuse and engage our learners. We aim for key historical knowledge and skills to be taught, sought and caught as children progress through their Earlsmead years, and to foster a love of learning about the past by offering a range of opportunities to explore different periods of time.

Key Area	Year 3	Year 4	Year 5	Year 6
Units of Learning	<p><b>Autumn 2</b> – Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p><b>Spring 2</b> – Why did the Romans settle in Britain?</p> <p><b>Summer 2</b> – How different were the beliefs in Ancient Egypt?</p>	<p><b>Autumn 1</b> – How hard was it to invade and settle in Britain?</p> <p><b>Spring 1</b> – Were the Vikings raiders or peace-loving settlers?</p> <p><b>Summer 1</b> – How have children's lives changed?</p>	<p><b>Autumn 2</b> – British History; What was life like in Tudor England?</p> <p><b>Spring 2</b> – What does the census tell us about our local area?</p> <p><b>Summer 2</b> – What did the Greeks ever do for us?</p>	<p><b>Autumn 1</b> – British History: What was the impact of World War II on the people of Britain?</p> <p><b>Spring 1</b> – Why did the Maya civilisation decline so quickly?</p> <p><b>Summer 1</b> – British History: Who should feature on the £10.00 note?</p>



## Chronological Awareness

Key Area	Lower KS2	Upper KS2
<b>Knowledge</b>	<p>Know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <ul style="list-style-type: none"><li>• Know that we can use dates to work out the interval between periods of time and the duration of historical events or periods</li><li>• Know that BC means before Christ and is used to show years before the year 0.</li><li>• know that AD means Anno Domini and can be used to show years from the year 1AD.</li><li>• Know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li><li>• Know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</li><li>• Know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</li><li>• Know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</li><li>• Know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</li></ul>	<ul style="list-style-type: none"><li>• Understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century).</li><li>• Know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs and Victorian.</li></ul>



<b>Skills</b>	<ul style="list-style-type: none"><li>• Sequence events on a timeline, referring to times studied in KS1 to see where these fit in.</li><li>• Understand that history is divided into periods of history e.g. ancient times, middle ages and modern.</li><li>• Use dates to work out the interval between periods of time and the duration of historical events or periods • Use BC/AD/Century.</li><li>• Sequence eight to ten artefacts, historical pictures or events.</li><li>• Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li><li>• Place the time studied on a timeline.</li><li>• Use dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li><li>• Notice connections over a period of time.</li><li>• Create a simple individual timeline.</li></ul>	<ul style="list-style-type: none"><li>• Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.</li><li>• Understand the term “century” and how dating by centuries works.</li><li>• Sequence dates in the correct century.</li><li>• Use relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs and Victorians.</li><li>• Develop a chronologically secure understanding of British, local and world history across the periods studied.</li><li>• Place the time, period of history and context on a timeline.</li><li>• Relate current study on timeline to other periods of history studied.</li></ul>
<b>KS3 Links</b>	<ul style="list-style-type: none"><li>- The changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present</li><li>- Britain’s changing landscape from the Iron Age to the present.</li><li>- The Neolithic Revolution.</li></ul>	



## History – Substantive (abstract) Concepts

		Lower KS2	Upper KS2
<b>Power (monarchy, government and empire)</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand the development of groups, kingdom and monarchy in Britain</li> <li>• Know who became the first ruler of the whole of England</li> <li>• Understand the expansion of empires and how they were controlled across a large empire</li> <li>• Understand that societal hierarchies and structures existed including aristocracy and peasantry</li> <li>• Understand some reasons why empires fall/collapse</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how the monarchy exercised absolute power</li> <li>• Understand the process of democracy and parliament in Britain</li> <li>• Understand that different empires have different reasons for their expansion</li> <li>• Understand that there are changes in the nature of society</li> <li>• Know that there are different reasons for the decline of different empires</li> </ul>
<b>Achievements and follies of mankind</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Be able to identify achievements and inventions that still influence our lives today from Roman times</li> <li>• Know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain</li> <li>- • Be aware of the achievements of the Ancient Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that people in the past were as inventive and sophisticated in thinking as people today</li> <li>• Know that new and sophisticated technologies were advanced which allowed cities to develop</li> <li>• Understand the impact of war on local communities</li> <li>• Know some of the impacts of war on daily lives</li> <li>• Understand that people in the past were as inventive and sophisticated in thinking as people today</li> <li>• Know that new and sophisticated technologies were advanced which allowed cities to develop</li> </ul>
<b>Invasion, settlement and migration</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that there were different reasons for invading Britain</li> <li>• Understand that there are varied reasons for coming to Britain</li> <li>• Know that there are different reasons for migration</li> <li>• Know that settlement created tensions and problems</li> <li>• Understand the impact of settlers on the existing population</li> <li>• Understand the earliest settlements in Britain</li> <li>• Know that settlements changed over time</li> </ul>	



<b>Civilization (social and cultural)</b>	<ul style="list-style-type: none"> <li>• Understand how invaders and settlers influence the culture of the existing population</li> <li>• Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles</li> <li>• Know that education existed in some cultures, times and groups</li> <li>• Understand the changes and reasons for the organisation of society in Britain</li> <li>• Understand how society is organised in different cultures, times and groups • Be able to compare development and role of education in societies</li> <li>• Be able to compare education in different cultures, times and groups</li> <li>• Understand the changing role of women and men in Britain</li> <li>• Understand that there are differences between early and later civilisations</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how invaders and settlers influence the culture of the existing population</li> <li>• Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles</li> <li>• Know that education existed in some cultures, times and groups</li> <li>• Understand the changes and reasons for the organisation of society in Britain</li> <li>• Understand how society is organised in different cultures, times and groups</li> <li>• Be able to compare development and role of education in societies</li> <li>• Be able to compare education in different cultures, times and groups</li> <li>• Understand the changing role of women and men in Britain</li> <li>• Understand that there are differences between early and later civilisations.</li> </ul>
	<b>Trade</b>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• Understand that trade began as the exchange of goods.</li> <li>• Understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</li> <li>• Understand that the Roman invasion led to a great increase in British trade with the outside world.</li> <li>• Understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</li> <li>• Understand that trade develops in different times and ways in different civilisations.</li> <li>• Understand that the traders were the rich members of society.</li> </ul>
<b>Beliefs</b>		<ul style="list-style-type: none"> <li>• Understand there are different beliefs in different cultures, times and groups. .</li> <li>• Know about paganism and the introduction of Christianity in Britain.</li> </ul>
<b>KS3 Links</b> <ul style="list-style-type: none"> <li>- The development of Church, state and society in Medieval Britain 1066-1509</li> <li>- A local history study</li> </ul>		



## History – Disciplinary Concepts

Key Areas		Lower KS2	Upper KS2
Change and Continuity	Knowledge	<ul style="list-style-type: none"> <li>• Know that change can be brought about by advancements in transport and travel.</li> <li>• Know that change can be brought about by advancements in materials.</li> <li>• Know that change can be brought about by advancements in trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Know a variety of factors that can contribute to change.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Identify reasons for change and reasons for continuities.</li> <li>• Identify what the situation was like before the change occurred.</li> <li>• Compare different periods of history and identify changes and continuity.</li> <li>• Describe the changes and continuity between different periods of history.</li> <li>• Identify the links between different societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between events and changes within and across different time periods / societies</li> <li>• Identify the reasons for changes and continuity.</li> <li>• Describe the links between main events, similarities and changes within and across different periods/studied.</li> <li>• Describe the links between different societies.</li> <li>• Explain the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> </ul>
Cause and Consequence	Knowledge	<ul style="list-style-type: none"> <li>• Know that the actions of people can be the cause of change (e.g. Lord Shaftesbury).</li> <li>• Know that advancements in science and technology can be the cause of change.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that members of society standing up for their rights can be the cause of change.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Identify the consequences of events and the actions of people.</li> <li>• Identify reasons for historical events, situations and changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons for historical events, the results of historical events, situations and changes.</li> <li>• Start to analyse and explain the reasons for, and results of historical events, situations and change.</li> </ul>
Similarities and Differences	Knowledge		
	Skills	<ul style="list-style-type: none"> <li>• Identify similarities and differences between periods of history.</li> <li>• Explain similarities and differences between daily lives of people in the past and today.</li> <li>• Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>• Make links with different time periods studied.</li> <li>• Describe change throughout time.</li> </ul>



<b>Historical Significance</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that significant archaeological findings are those which change how we see the past.</li> <li>• Know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</li> </ul>	
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Recall some important people and events.</li> <li>• Identify who is important in historical sources and accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant people and events across different time periods.</li> <li>• Compare significant people and events across different time periods.</li> <li>• Explain the significance of events, people and developments.</li> </ul>
<b>Sources of Evidence</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that archaeological evidence can be used to find out about the past.</li> <li>• Know that we can make inferences and deductions using images from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date</li> <li>• Understand the types of information that can be extracted from the census.</li> <li>• Understand that inventories are useful sources of evidence to find out about people from the past.</li> <li>• Understand some key terms on the census, e.g, scholar, ditto, occupation and marital status.</li> <li>• Understand how to compare different census extracts by analysing entries in individual columns.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Observe the small details when using artefacts and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising primary and secondary sources.</li> <li>• Use a range of sources to find out about a particular aspect of the past.</li> <li>• Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li> <li>• Know that assumptions made by historians can change in the light of new evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>• Understand that there are different interpretations of historical figures and events.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Independently use textbooks to gain historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past</li> <li>• Evaluate the usefulness of historical sources and develop strategies for checking the accuracy of evidence.</li> <li>• Identify how conclusions have been arrived at by linking sources</li> <li>• Address and devise historically valid questions</li> <li>• Understand that different evidence creates different conclusions</li> <li>• Evaluate the interpretations made by historians</li> </ul>



<b>Historical Interpretation</b>	<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li><li>• Know that assumptions made by historians can change in the light of new evidence.</li></ul>	<ul style="list-style-type: none"><li>• Know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li><li>• Understand that there are different interpretations of historical figures and events.</li></ul>
	<b>Skills</b>	<ul style="list-style-type: none"><li>- • Independently use textbooks to gain historical knowledge</li></ul>	<ul style="list-style-type: none"><li>• Know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past</li><li>• Evaluate the usefulness of historical sources</li><li>• Identify how conclusions have been arrived at by linking sources</li><li>• Develop strategies for checking the accuracy of evidence</li><li>• Address and devise historically valid questions</li><li>• Understand that different evidence creates different conclusions</li><li>• Evaluate the interpretations made by historians</li></ul>
<b>KS3 Links</b>	<ul style="list-style-type: none"><li>- The English Reformation and Counter Reformation (Henry VIII to Mary I)</li><li>- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li></ul>		





## History – Historical Enquiry

Key Areas		Lower KS2	Upper KS2
Posing Historical Questions	Skills	<ul style="list-style-type: none"> <li>• Understand how historical enquiry questions are structured</li> <li>• Create historically valid questions across a range of time periods, cultures and groups of people.</li> <li>• Ask questions about the main features of everyday life in periods studied, e.g. how did people live?</li> <li>• Create questions for different types of historical enquiry.</li> <li>• Ask questions about the bias of historical evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a historical enquiry.</li> <li>• Suggest the evidence needed to carry out the enquiry.</li> <li>• Identify methods to use to carry out the research.</li> <li>• Ask historical questions of increasing difficulty e.g. who governed, how and with what results?</li> <li>• Create a hypothesis to base an enquiry on.</li> <li>• Ask questions about the interpretations, viewpoints and perspectives held by others.</li> </ul>
Gathering, organising and Evaluating Evidence	Skills	<ul style="list-style-type: none"> <li>• Use a range of sources to construct knowledge of the past.</li> <li>• Define the terms 'source' and 'evidence'</li> <li>• Extract the appropriate information from a historical source • Select and record relevant information from a range of sources to answer a question..</li> <li>• Identify primary and secondary sources.</li> <li>• Identify the bias of a source.</li> <li>• Compare and contrasting different historical sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different sources to make and substantiate historical claims.</li> <li>• Develop an awareness of the variety of historical evidence in different periods of time.</li> <li>• Distinguish between fact and opinion.</li> <li>• Recognise 'gaps' in evidence • Identify how sources with different perspectives can be used in a historical enquiry..</li> <li>• Use a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li> </ul>
Interpreting findings, Analysing and Making Connections	Skills	<ul style="list-style-type: none"> <li>• Understand that there are different ways to interpret evidence.</li> <li>• Interpret evidence in different ways • Understand and make deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</li> <li>• Make links and connections across a period of time, cultures or groups.</li> <li>• Ask the question "How do we know?"</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret evidence in different ways using evidence to substantiate statements.</li> <li>• Make increasingly complex interpretations using more than one source of evidence.</li> <li>• Challenge existing interpretations of the past using interpretations of evidence.</li> <li>• Make connections, draw contrasts and analyse within a period and across time.</li> <li>• Begin to interpret simple statistical sources.</li> </ul>



<b>Evaluating and Drawing Conclusions</b>	<b>Skills</b> <ul style="list-style-type: none"><li>• Understand that there may be multiple conclusions to a historical enquiry question.</li><li>• Reach conclusions that are substantiated by historical evidence.</li><li>• Recognise similarities and differences between past events and today.</li></ul>	<ul style="list-style-type: none"><li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li><li>• Evaluate conclusions and identify ways to improve conclusions.</li></ul>
<b>Communicating Findings</b>	<b>Skills</b> <ul style="list-style-type: none"><li>• Communicate knowledge and understanding through discussion, debates, drama, art and writing.</li><li>• Construct answers using evidence to substantiate findings.</li><li>• Identify weaknesses in historical accounts and arguments.</li><li>• Create a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatize, write or retell the story.</li><li>• Create a structured response or narrative to answer a historical enquiry.</li><li>• Describe past events orally or in writing, recognising similarities and differences with today.</li></ul>	<ul style="list-style-type: none"><li>• Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li><li>• Show written and oral evidence of continuity and change as well as indicting simple causes.</li><li>• Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li><li>• Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</li><li>• Construct explanations for past events using cause and effect .</li><li>• Use evidence to support and illustrate claims.</li></ul>
<b>KS3 Links</b>	<ul style="list-style-type: none"><li>- Transition unit: historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance.</li><li>- The Second World War and the wartime leadership</li></ul>	



Key Vocabulary	Year 3	Year 4	Year 5	Year 6
	<p>B.C.E (Before the Common Era)            C.E (The Common Era)            B.C (Before the birth of Christ)            A.D (Anno Domini) millennium            thousands of years            Stone Age            Iron Age            Celts            Neolithic Bronze Age            Skara Brae            hunter-gatherer            religion</p>	<p>legacy            The Saxons            The Vikings            The Dark Ages Middle Ages            Settlers            migration Roman            withdrawal kingdoms settlements            conversion Christianity reputation            raids resistance Danegeld            Sparta            Athens</p>	<p>The Dark Ages Middle Ages            monarchy execution            extent of change... extent of            continuity...            turning point T            he Tudors            The Pope            The Break with Rome            Roman Catholic Protestant</p>	<p>World War I            World War II            nation            trench            war            recruit            alliance            Blitz Home Front morale            democracy Parliament            vote            Houses of Parliament            represent</p>