



History Progression of Skills and Knowledge

Year 3

Year 4

Year 5

Year 6

Chronological understanding

Skills

- Place the time studied on a timeline.
- Use dates and terms related to the study unit and passing of time.
- Sequence artefacts into time of events occurred.
- Identify when ancient and local British societies existed.

Knowledge

- Know the terms BC and AD
- Know the dates of the time period (BC/AD)
- Understand how our locality has changed over time.

Skills

- Place events from the periods previously studied (year 1- year 4) on a timeline.
- Use terms related to the period and begin to date events.

Knowledge

- Know that the Celts pre-dated the Romans
- Know when the Romans invaded Britain.
- Explain some of the times when Britain has been invaded.
- Know what happened after the Romans left.

Skills

- Use timelines to understand the overlap between major civilisations.
- Make comparisons between different times in the past.

Knowledge

- Use previous knowledge about the Romans & Greeks to understand the overlap between these ancient civilisations
- Use timelines to show how the Ancient Greeks linked to the Romans (& later periods of history)
- Develop the appropriate use of historical terms. Similarity; difference; significance; connection

Skills

- Place current study on timeline in relation to other studies.
- Use relevant dates and terms.
- Sequence up to 10 events on a timeline.

Knowledge

- Continue to use timelines to build up a “bigger picture” of 20th Century events
- Use historic artefacts to help build up a picture of life in the past. (WW2 and Mayan artefacts)
- Understand when events happened in history by using a timeline (individually)
- Understand that an event from the past has shaped our life today (WW2/Battle of Britain)
- Know about the lives of people in WW2 and in the lifestyles Mayan Civilisation

Range and depth of

Stone Age, Bronze Age and the History of Ashfield

Iron Age and Celts, The Romans, Anglo-Saxons and Vikings

The Greeks and The Egyptians

World War II and The Mayan Civilisation

historical knowledge	<ul style="list-style-type: none">● Find out about everyday lives of people in time studied and compare with our life today.● Identify reasons for and results of people's actions.● Understand why people may have wanted to do something.● Ask and answer questions about ways of life in the ancient past.	<ul style="list-style-type: none">● Use evidence to reconstruct life in time studied.● Identify key features and events of time studied.● Look for links and effects in time studied.● Offer a reasonable explanation for some events.● Compare a range of similarities and differences between 2 or more times in the past.	<ul style="list-style-type: none">● Study different aspects of different people – differences between men and women.● Examine causes and results of great events and the impact on people.● Compare life in early and late 'times' studied.● Compare an aspect of life with the same aspect in another period.● Know features of the Ancient Egyptian way of life and beliefs● Know the achievements of the Ancient Egypt civilization	<ul style="list-style-type: none">● Find out about behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.● Compare behaviour with another time studied.● Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.● Know key dates, characters and events of time studied.
	<p>Knowledge</p> <ul style="list-style-type: none">● Know how the stone age hunters and gatherers live.● Know who the first farmers were and how farming changed the way people lived.● Know that evidence from pre-Celtic Britain still exists eg. <i>Skara Brae</i>, <i>Stonehenge</i>, Understand the similarities and differences between Victorian times and today and the Bronzes Age and today● Know who Arthur Ashfield is● Recognise how Ashfield (and Bushey has changed)	<p>Knowledge</p> <ul style="list-style-type: none">● To know that the Celts resisted the Romans.● Know about the lifestyles, beliefs and settlement of the Celts and impact of the Iron Age● Know why the Romans invaded Britain.● Know about the Roman Empire and the impact on Britain.● Know about the significance of Hadrian's wall.● Understand which parts of Britain were most affected by different invasions.● Know about the Anglo-Saxon invasions, settlements and kingdoms.● Know about the lifestyles and beliefs Anglo-Saxons.● Know how and why the Vikings invaded Britian	<p>Knowledge</p> <ul style="list-style-type: none">● Know features of the Ancient Egyptian and Ancient Greek way of life● Know about the beliefs of the Ancient Greeks and Ancient Egyptians● Know about the achievements of the Ancient Egyptians● Know about the legacy of the Ancient Greeks and influence on the western world● Understand that there are problems when studying the distant / unrecorded past	<p>Knowledge</p> <ul style="list-style-type: none">● Know about the significance of a turning point in British History (Battle of Britain)● Show some understanding of connections between national & international history● Know about the rise and fall of the Mayan Civilisation and their beliefs and way of life

Interpretations of history	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources - compare versions of the same story. • Look at representations of the period – for example, Chiltern Open Air Museum. 	<ul style="list-style-type: none"> • Look at evidence available. • Begin to evaluate the usefulness of different sources. • Use textbooks and historical knowledge. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact and fiction. • Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were reached. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet for research.
Historical enquiry	<ul style="list-style-type: none"> • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures. • Select and record information relevant to the study. • Begin to use the library and internet for research. 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in a time past. • Ask a variety of questions. • Use the library and internet for research. 	<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT. 	<ul style="list-style-type: none"> • Recall, select and organise historical information. • Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> • Select and organise information to produce structured work making appropriate use of dates and terms.