



Stapleford Abbots Primary Academy - History Curriculum Progression Document KS2

Chronological	Year 3	Year 4	Year 5	Year 6
Understanding	<u>National Curriculum</u> Pupils should be taught to: - Develop chronologically secure knowledge and understanding of British, local and world history. - Develop the appropriate use of historical term			
	- Use a timeline to place historical events in chronological order. - Understand that a timeline can be divided in BC (Before Christ) and Ad (Anno Domini). - Describe dates and order significant events from the period studied.	- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Order significant events and dates on a timeline. - Describe the main changes in a period in history.	- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). - Order significant events and dates on a timeline. - Describe the main changes in a period in history.	Order significant events, movements and dates on a timeline. - Identify and compare changes within and across different periods. - Understand how some historical events occurred at the same time in different locations (Ancient Egypt and Prehistoric Britain)
Past events, people and changes in the past	Year 3	Year 4	Year 5	Year 6
	<u>National Curriculum</u> Pupils should be taught to: - Note connections, contrasts and trends over time			
	- Use evidence to describe the culture and leisure activities from the past. - Use evidence to describe the clothes, way of life and actions of people in the past. - Use evidence to describe buildings and their uses of people from the past.	- Use evidence to describe what was important to people from the past. - Use evidence to show how the lives of rich and poor people from the past differed. - Describe similarities and differences between people, events and artefacts studied.	- Choose reliable sources of information to find out about the past. - Give own reasons why changes may have occurred, backed up by evidence. - Describe similarities and differences between some people, events and artefacts studied.	- Choose reliable sources of information to find out about the past. - Give reasons why changes may have occurred, backed up by evidence. - Describe similarities and differences between some people, events and
Historical Interpretation	Year 3	Year 4	Year 5	Year 6
	<u>National Curriculum</u> Pupils should be taught to: - Understand how our knowledge of the past is constructed from a range of sources			



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	<ul style="list-style-type: none"> - Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> - Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others 	<ul style="list-style-type: none"> - Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. - Give reasons why there may be different accounts of history. - Evaluate evidence to choose the most reliable forms 	<ul style="list-style-type: none"> - Evaluate evidence to choose the most reliable forms. - Know that people both in the past have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical Inquiry	Year 3	Year 4	Year 5	Year 6
	<u>National Curriculum</u> Pupils should be taught to: - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance			
	<ul style="list-style-type: none"> - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Ask questions and find answers about the past. 	<ul style="list-style-type: none"> - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Ask questions and find answers about the past. 	<ul style="list-style-type: none"> - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> - Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums as evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer.
Organisation and Communication	Year 3	Year 4	Year 5	Year 6
	<u>National Curriculum</u> Pupils should be taught to: - Construct informed responses that involve thoughtful selection and organisation of relevant historical information.			
	<ul style="list-style-type: none"> - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. - Plan and present a self-directed project or research about the studied period. 	