

History Progression Grid – Key Stage 2



History Progression Map

Key Stage 2

		Lower Key Stage 2	Upper KS2
Chronological awareness	Progression of knowledge	<ul style="list-style-type: none"> -To know that history is divided into periods of history e.g. ancient times, middle ages and modern. -To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. -To know that BC means before Christ and is used to show years before the year 0. -To know that AD means Anno Domini and can be used to show years from the year 1AD. -To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. -To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. -To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. -To 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. -To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled 	<ul style="list-style-type: none"> -To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century) -To 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 Victorians.

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	Progression of skill	<ul style="list-style-type: none"> -Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. -Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. -Using dates to work out the interval between periods of time and the duration of historical events or periods. -Using BC/AD/Century. -Sequencing eight to ten artefacts, historical pictures or events. -Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. -Placing the time studied on a timeline. -Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. -Noticing connections over a period of time. -Making a simple individual timeline. 	<ul style="list-style-type: none"> -Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. -Understanding the term “century” and how dating by centuries works. -Putting dates in the correct century. -Using the terms AD and BC in their work. -Using 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 -Developing a chronologically secure understanding of British, local and world history across the periods studied. -Placing the time, period of history and context on a timeline. -Relating current study on timeline to other periods of history studied. -Comparing and making connections between different contexts in the past. -Sequencing 10 events on a timeline.
		Power (monarchy, government and empire)	<ul style="list-style-type: none"> -To understand the development of groups, kingdom and monarchy in Britain. -To know who became the first ruler of the whole of England. -To understand the expansion of empires and how they were controlled across a large empire. -To understand that societal hierarchies and structures existed including aristocracy and peasantry. -To understand some reasons why empires fall/collapse

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		<p>Invasion, settlement and migration</p>	<ul style="list-style-type: none"> -To know that there were different reasons for invading Britain. -To understand that there are varied reasons for coming to Britain. -To know that there are different reasons for migration. -To know that settlement created tensions and problems. -To understand the impact of settlers on the existing population. -To understand the earliest settlements in Britain. -To know that settlements changed over time. 	<ul style="list-style-type: none"> -To understand there are increasingly complex reasons for migrants coming to Britain. -To understand that migrants come from different parts of the world. -To know about the diverse experiences of the different groups coming to Britain over time.
		<p>Civilisation (social and cultural)</p>	<ul style="list-style-type: none"> -To understand how invaders and settlers influence the culture of the existing population. -To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. -To know that education existed in some cultures, times and groups 	<ul style="list-style-type: none"> -To understand the changes and reasons for the organisation of society in Britain. -To understand how society is organised in different cultures, times and groups. -To be able to compare development and role of education in societies. -To be able to compare education in different cultures, times and groups. -To understand the changing role of women and men in Britain. -To understand that there are differences between early and later civilisations.
		<p>Trade</p>	<ul style="list-style-type: none"> -To know that communities traded with each other and over the English Channel in the Prehistoric Period. -To understand that trade began as the exchange of goods. -To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. 	<ul style="list-style-type: none"> -To know that trade routes from Britain expanded across the world. -To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals). -To understand that the expansion of trade routes increased the variety of

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			<ul style="list-style-type: none"> -To understand that the Roman invasion led to a great increase in British trade with the outside world. -To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. -To understand that trade develops in different times and ways in different civilisations. -To understand that the traders were the rich members of society. 	<ul style="list-style-type: none"> goods available. -To understand that the methods of trading developed from in person to boats, trains and planes. -To understand the development of global trade
		Beliefs	<ul style="list-style-type: none"> -To understand that there are different beliefs in different cultures, times and groups. -To know about paganism and the introduction of Christianity in Britain. -To know how Christianity spread. -To compare the beliefs in different cultures, times and groups. 	<ul style="list-style-type: none"> -To be aware of the different beliefs that different cultures, times and groups hold. -To understand the changing nature of religion in Britain and its impact. -To be aware of how different societies practise and demonstrate their beliefs. -To be able to identify the impact of beliefs on society.
		Achievements and follies of mankind	<ul style="list-style-type: none"> -To be able to identify achievements and inventions that still influence our lives today from Roman times. -To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. -To be aware of the achievements of the Ancient Egyptians. 	<ul style="list-style-type: none"> -To understand that people in the past were as inventive and sophisticated in thinking as people today. -To know that new and sophisticated technologies were advanced which allowed cities to develop. -To understand the impact of war on local communities. -To know some of the impacts of war on daily lives. -To understand that people in the past were as inventive and sophisticated in thinking as people today. -To know that new and sophisticated technologies were advanced which

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				allowed cities to develop.
Disciplinary concepts	Progression of skills and Knowledge	Change and continuity	<ul style="list-style-type: none"> -Identifying reasons for change and reasons for continuities. -Identifying what the situation was like before the change occurred. -Comparing different periods of history and identifying changes and continuity. -Describing the changes and continuity between different periods of history. -Identifying the links between different societies. -To know that change can be brought about by advancements in transport and travel. -To know that change can be brought about by advancements in materials. -To know that change can be brought about by advancements in trade 	<ul style="list-style-type: none"> -Making links between events and changes within and across different time periods / societies. -Identifying the reasons for changes and continuity. -Describing the links between main events, similarities and changes within and across different periods/studied. -Describing the links between different societies. -Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. -Analysing and presenting the reasons for changes and continuity. -To know that change can be brought about by conflict. -To know that change can be traced using the census
		Cause and consequence	<ul style="list-style-type: none"> -Identifying the consequences of events and the actions of people. -Identifying reasons for historical events, situations and changes -To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). -To know that advancements in science and technology can be the cause of change 	<ul style="list-style-type: none"> -Giving reasons for historical events, the results of historical events, situations and changes. -Starting to analyse and explain the reasons for, and results of historical events, situations and change. -To know that members of society standing up for their rights can be the cause of change.
		Similarities and differences	<ul style="list-style-type: none"> -Identifying similarities and differences between periods of history. -Explaining similarities and differences between daily lives of people in the past and today. 	<ul style="list-style-type: none"> -Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. -Making links with different time periods studied.

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Progression of skills and Knowledge			-Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world	-Describing change throughout time.
	Historical significance		-Recalling some important people and events. -Identifying who is important in historical sources and accounts. -To know that significant archaeological findings are those which change how we see the past. -To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.	-Identifying significant people and events across different time periods. -Comparing significant people and events across different time periods. -Explain the significance of events, people and developments. -To know how historians select criteria for significance and that this changes.
	Sources of evidence		-Using a range of sources to find out about a period. -Using evidence to build up a picture of a past event. -Observing the small details when using artefacts and pictures. -Identifying sources which are influenced by the personal beliefs of the author. -To know that archaeological evidence can be used to find out about the past. -To know that we can make inferences and deductions using images from the past.	-Recognising primary and secondary sources. -Using a range of sources to find out about a particular aspect of the past. -Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. -Describing how secondary sources are influenced by the beliefs, cultures and time of the author -To 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. -To understand the types of information that can be extracted from the census. -To understand that inventories are useful sources of evidence to find out about people from the past. -To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.

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				<ul style="list-style-type: none"> -To understand how to compare different census extracts by analysing the entries in individual columns. -To know that the most reliable sources are primary sources which were created for official purposes.
		<p>Historical interpretations</p>	<ul style="list-style-type: none"> -Identifying and giving reasons for different ways in which the past is represented. -Identifying the differences between different sources and giving reasons for the ways in which the past is represented. -Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. -Evaluating the usefulness of different sources. -Independently using textbooks to gain historical knowledge. -To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. -To know that assumptions made by historians can change in the light of new evidence 	<ul style="list-style-type: none"> -Comparing accounts of events from different sources. -Suggesting explanations for different versions of events. -Evaluating the usefulness of historical sources. -Identifying how conclusions have been arrived at by linking sources. -Developing strategies for checking the accuracy of evidence. -Addressing and devising historically valid questions. -Understanding that different evidence creates different conclusions. -Evaluating the interpretations made by historians. -To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. -To understand that there are different interpretations of historical figures and events
<p>Historical Enquiry</p>	<p>Progression of skills</p>	<p>Posing historical questions</p>	<ul style="list-style-type: none"> -Understanding how historical enquiry questions are structured. -Creating historically-valid questions across a range of time periods, cultures and groups of people. -Asking questions about the main features of everyday life in periods 	<ul style="list-style-type: none"> -Planning a historical enquiry. -Suggesting the evidence needed to carry out the enquiry. -Identifying methods to use to carry out the research. -Asking historical questions of increasing difficulty e.g. who governed, how

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			<p>studied, e.g. how did people live.</p> <ul style="list-style-type: none"> -Creating questions for different types of historical enquiry. -Asking questions about the bias of historical evidence. 	<p>and with what results?</p> <ul style="list-style-type: none"> -Creating a hypothesis to base an enquiry on. -Asking questions about the interpretations, viewpoints and perspectives held by others
		Gathering, organising and evaluating evidence	<ul style="list-style-type: none"> -Using a range of sources to construct knowledge of the past. -Defining the terms 'source' and 'evidence'. -Extracting the appropriate information from a historical source. -Selecting and recording relevant information from a range of sources to answer a question. -Identifying primary and secondary sources. -Identifying the bias of a source. -Comparing and contrasting different historical sources 	<ul style="list-style-type: none"> -Using different sources to make and substantiate historical claims. -Developing an awareness of the variety of historical evidence in different periods of time. -Distinguishing between fact and opinion. -Recognising 'gaps' in evidence. -Identifying how sources with different perspectives can be used in a historical enquiry. -Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. -Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source
		Interpreting findings, analysing and making connections	<ul style="list-style-type: none"> -Understanding that there are different ways to interpret evidence. -Interpreting evidence in different ways. -Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. -Making links and connections across a period of time, cultures or groups. -Asking the question "How do we know?" 	<ul style="list-style-type: none"> -Interpreting evidence in different ways using evidence to substantiate statements. -Making increasingly complex interpretations using more than one source of evidence. -Challenging existing interpretations of the past using interpretations of evidence. -Making connections, drawing contrasts and analysing within a period and across time. -Beginning to interpret simple statistical sources
		Evaluating and	<ul style="list-style-type: none"> -Understanding that there may be multiple conclusions to a historical enquiry 	<ul style="list-style-type: none"> -Reaching conclusions which are increasingly complex and substantiated by a

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		<p>drawing conclusions</p>	<p>question.</p> <ul style="list-style-type: none"> -Reaching conclusions that are substantiated by historical evidence. -Recognising similarities and differences between past events and today. 	<p>range of sources.</p> <ul style="list-style-type: none"> -Evaluating conclusions and identifying ways to improve conclusions
		<p>Communicating findings</p>	<ul style="list-style-type: none"> -Communicating knowledge and understanding through discussion, debates drama, art and writing. -Constructing answers using evidence to substantiate findings. -Identifying weaknesses in historical accounts and arguments. -Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. -Creating a structured response or narrative to answer a historical enquiry. -Describing past events orally or in writing, recognising similarities and differences with today 	<ul style="list-style-type: none"> -Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. -Showing written and oral evidence of continuity and change as well as indicting simple causation. -Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. -Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. -Constructing explanations for past events using cause and effect. -Using evidence to support and illustrate claims