

Progress in Knowledge and Skills: History

Updated May 2024



Strands		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Breadth of Study	A1			How did the lives of ancient Britons change during the Stone Age?	How did the arrival of the Romans change Britain?	What did King George IV mean when he said 'The history of York is the history of England?'	
	A2	How do our favourite toys and games compare with those of children in the 1960s?	What does it take to be a great explorer?				The story of the Trojan Horse: historical fact, legend or classical myth?
	Sp1			What is the secret of the standing stones? (Bronze Age Britain)	Who were the Anglo Saxons and how do we know what was important to them?	Why did Britain once rule the largest empire that the world has ever seen?	How did a pile of dragon bones help to solve an ancient Chinese mystery?
	Sp2	Who is the greatest history maker?	Why was Charles sent to prison?				Why was winning the Battle of Britain in 1940 so important?
	Su1			How do artefacts help us to understand the lives of people in Iron Age Britain?	What did the Vikings want and how did Alfred help to stop them from getting it?		
	Su2	Why is the history of my locality significant?	How do we know so much about where Sappho used to live?				Why did the ancient Maya change the way they lived?

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Historic Interpretation	Use stories to distinguish between fact and fiction.	Compare two versions of a past event.	Identify and give reasons for different ways in which the past is represented.	Look at the evidence across a range of sources.	Compare accounts of events from different sources (fact and fiction).	Link sources and work out how conclusions were made (looking at different evidence).	
	Compare adults talking about the past – how reliable are their memories?	Compare pictures or photos of people or events in the past. Discuss reliability of stories/ photos/ accounts.	Compare different versions of the same event. Look at representations of the period – cartoons, museum displays.	Begin to evaluate the usefulness of different sources. Use textbooks, internet research and historical knowledge.	Offer some reasons for different versions of events.	Consider ways of checking the accuracy of interpretations – fact/fiction/opinion. Be aware that different evidence will lead to different conclusions.	

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Connected History Historic Interpretation	<p><u>How do our favourite toys and games compare with those of children in the 1960s?</u></p> <p>Recognise, describe and explain how they can use Wi-Fi enabled toys and games safely and securely. Who is the greatest history maker?</p> <p>Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history.</p>	<p><u>What does it take to be a great explorer?</u></p> <p>Identify and recognise the main motives of the explorer Christopher Columbus.</p>	<p><u>What is the secret of the standing stones? (Bronze Age Britain)</u></p> <p>Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain.</p> <p>Identify, describe and explain the purpose of monuments, both historically and modern day (and C&C). Suggest and describe possible additional wooden and cloth features to the stone monuments at Merrivale and justify their selection.</p> <p>Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age.</p> <p>How do artefacts help us to understand the lives of people in Iron Age Britain? Interpret a range of evidence to generate reasons, and then explain why Iron Age Britain was often a violent time.</p>	<p><u>How did the arrival of the Romans change Britain?</u></p> <p>Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43. Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints.</p> <p>Who were the Anglo Saxons and how do we know what was important to them?</p> <p>Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgement about why the Romans left Britain and the emotions the Emperor may have expressed.</p> <p>Make a reasoned judgement about what the message from Pope Gregory to King Ethelbert might have been</p> <p>Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgement as to how the burial would have been constructed and carried out.</p>	<p><u>What did King George IV mean when he said 'The history of York is the history of England?'</u></p> <p>Explain the genre of historical fiction and make a justified judgement about the life of Oshere and the story behind his unclaimed helmet. Empathise with those who were required to pay tithes and work for free during the construction of York Minster.</p> <p>Evaluate a range of sources to reach a judgement about why killing a dog was so important to one of the armies fighting on that day.</p> <p>Why did Britain once rule the largest empire that the world has ever seen?</p> <p>Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant.</p> <p>Interpret a range of evidence to reach a conclusion and make a judgement as to why the British Empire has all but disappeared.</p>	<p><u>Why was winning the Battle of Britain in 1940 so important?</u></p> <p>Reach a judgement about how serious that threat of invasion was. Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940. Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgement as to which of these they feel were most significant.</p> <p>Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgement about why, like the Battle of Britain, it can be considered an important turning point in British history.</p> <p><u>How did a pile of dragon bones help to solve an ancient Chinese mystery?</u></p> <p>Explain the significance of oracle bones to Shang rulers and reach a judgement regarding how they might have been used, justifying their decision.</p>

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<p style="text-align: center;">Connected History Historic Interpretation</p>				<p><u>What did the Vikings want and how did Alfred help to stop them from getting it?</u></p> <p>Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread.</p> <p>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgement.</p> <p>Reach a judgement as to whether he (Alfred) is justifiably 'great' and justify their decision.</p>	<p><u>Why did the ancient Maya change the way they lived?</u></p> <p>Evaluate and synthesise a range of ideas to reach a judgement as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions.</p>	<p>Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty.</p> <p>To evaluate the leadership qualities Queen Elizabeth possessed and reach a judgement about why she was such an effective leader. Compare to King Cheng.</p> <p>Why did Britain once rule the largest empire that the world has ever seen?</p> <p>Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant.</p> <p>Interpret a range of evidence to reach a conclusion and make a judgement as to why the British Empire has all but disappeared.</p>

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Historic Investigation/ Enquiry	<p>Begin to piece together stories and other sources to show some knowledge and understanding of events.</p> <p>Ask and answer some questions showing knowledge of key features.</p> <p>Begin to understand some ways we find out about the past.</p> <p>Find answers from simple questions about the past from sources of information e.g artefacts.</p>	<p>Choose stories and other sources to show that they know and understand the events and sequence.</p> <p>Ask and answer questions showing both knowledge and understanding of key events.</p> <p>Understand some ways we find out about the past.</p> <p>Observe and handle sources to answer questions about the past on the basis of simple observations.</p> <p>Begin to use a teacher-directed website and non-fiction texts for research</p>	<p>Begins to choose and organise historical information.</p> <p>Addresses some questions based on change, similarities and differences.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details in artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the internet and non-fiction texts for research.</p>	<p>Construct knowledgeable responses to historical questions by selecting, retrieving and organising information.</p> <p>Address questions based on change, similarities, differences and significance.</p> <p>Use evidence to build a picture of a past even</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p> <p>Ask a variety of questions.</p> <p>Use the internet and non-fiction texts with increasing confidence.</p>	<p>Begin to construct informed responses to a number of historical questions that involve organisation of sources and information.</p> <p>Begin to address and devise various questions about change, cause, similarities, differences and significance.</p> <p>Begin to devise historically valid enquiries.</p> <p>Begin to identify primary and secondary sources of evidence to build a picture of a past event.</p> <p>Select and organise relevant sections of information.</p> <p>Ask a variety of questions.</p> <p>Use the internet and non-fiction texts with confidence.</p>	<p>Construct informed responses to questions to involve thoughtful selection and organisation of the relevant information.</p> <p>Regularly address and can at times devise historically valid questions to do with change, cause, similarities, differences and significance.</p> <p>Devise historically valid enquiries.</p> <p>Recognise primary and secondary sources of evidence.</p> <p>Use a range of sources to find out about the past.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Connected History</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historic Investigation/Enquiry</p>	<p><u>How do our favourite toys and games compare with those of children in the 1960s?</u></p> <p>Describe and explain the cause of the major change to toys and games since the 1960s.</p> <p>Suggest reasons to explain how this (internet) has affected toys, games and other aspects of life since then.</p> <p>Describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).</p> <p><u>What does it take to be a great explorer?</u></p> <p>Give reasons why Ranulph Fiennes is recognised as the world's greatest living explorer</p> <p>Give reasons to help understand why Christopher Columbus was able to accomplish what he did.</p>	<p><u>How do we know so much about where Sappho used to live?</u></p> <p>Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions.</p> <p>Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists.</p> <p>Describe the differences between primary and secondary historical evidence about what happened in Pompeii.</p> <p>Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79.</p> <p>Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii.</p>	<p><u>How did the lives of ancient Britons change during the Stone Age?</u></p> <p>Identify and give reasons for those ways of life which are likely to be accurate and those that are anachronisms – simply could not have occurred then</p> <p>Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age.</p> <p>Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence).</p> <p><u>What is the secret of the standing stones? (Bronze Age Britain)</u></p>	<p><u>How did the arrival of the Romans change Britain?</u></p> <p>Interpret primary sources of historical evidence to describe the physical appearance of Boudica.</p> <p>Understand through explanation the difference between historical evidence and legends and folklore.</p> <p>Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood.</p> <p>Explain what the content of letters written in the first century tells us about the lives of high status and wealthy Romans in Britain.</p> <p>Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122.</p> <p>Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built.</p>	<p><u>What did King George IV mean when he said 'The history of York is the history of England?'</u></p> <p>Describe and suggest reasons for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, justifying their decisions.</p> <p>Explain how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria.</p> <p>Why did the ancient Maya change the way they lived?</p> <p>explain using a range of sources of evidence what the landscape, climate and natural vegetation of Maya area is like.</p> <p>Identify, describe and provide reasons to explain the occupations of modern Maya people.</p>	<p><u>The story of the Trojan Horse: historical fact, legend or classical myth?</u></p> <p>Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions.</p> <p>Why was winning the Battle of Britain in 1940 so important?</p> <p>Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940.</p> <p>How did a pile of dragon bones help to solve an ancient Chinese mystery?</p> <p>Make a reasoned judgement from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Connected History Historic Investigation/Enquiry</p>	<p>Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully.</p> <p>Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived.</p> <p><u>Why is the history of my locality significant?</u></p> <p>Suggest reasons why paintings produced after the battle may not always provide a true account of what happened.</p> <p>Explain why letters written by sailors who actually participated in the battle are likely to be more reliable as evidence of what happened.</p> <p>Reasons to explain why Horatio Nelson was admired and respected.</p>	<p>Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died.</p> <p>Describe and give reasons for the significance of one piece of personal primary historical evidence.</p> <p>Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past.</p>	<p>Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer.</p> <p>Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout.</p> <p>Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale.</p> <p>Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.</p> <p><u>How do artefacts help us to understand the lives of people in Iron Age Britain?</u></p> <p>Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today.</p>	<p>Who were the Anglo Saxons and how do we know what was important to them?</p> <p>Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever.</p> <p>Evaluate the advantages and disadvantages of living in this way (in villages) compared with occupying the existing towns (and C&C, and I)</p> <p>Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.</p> <p>What did the Vikings want and how did Alfred help to stop them from getting it?</p> <p>Explain why it (longship design) was an ideal vessel for Viking raiding parties along the coast of Britain.</p>	<p>Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgement as to their purpose, justifying their reasoning Infer using reasoning and informed judgement the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions.</p>	
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<p style="text-align: center;">Connected History Historic Investigation/Enquiry</p>			<p>Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age. (also C&C)</p> <p>Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included.</p> <p>Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them.</p> <p>Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence.</p> <p>Recognise and describe the importance of Iron Age stators and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago.</p> <p>Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation.</p>	<p>Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed.</p> <p>Evaluate evidence relating to the achievements of AngloSaxon King Alfred the Great.</p>		

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Chronological Understanding	<p>To understand that there is a sequence of events.</p> <p>Sequence events in their own life on a time line.</p> <p>Sequence 3-4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p>	<p>To know that people and events fit into a sequential order.</p> <p>Sequence photographs etc from different periods of their life.</p> <p>Describe memories of key events in their lives.</p> <p>Sequence artefacts closer together in time.</p>	<p>Begin to show an understanding of local, British and global events and how they fit into a sequence.</p> <p>Place the time studied on a time line.</p> <p>Use dates and terms relating to the period studied and the passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Develop a more secure understanding of local, British and global sequences of events.</p> <p>Place events from the period studied on a time line.</p> <p>Use terms relating to the period and begin to date events.</p> <p>Understand the meaning of BC/AD (link with RE).</p>		<p>Continue to develop a chronologically secure knowledge of local, British and global history.</p> <p>Place current study on time line in relation to other periods studied.</p> <p>Use relevant dates and terms to establish a clear narrative within and across periods studied.</p> <p>Sequence up to 10 events on a time line.</p> <p>Note connections, contrasts and trends over time.</p>

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Chronological Understanding	<p><u>How do our favourite toys and games compare with those of children in the 1960s?</u></p> <p>Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this.</p> <p>Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date.</p> <p>Identify through observation and discussion some of the most memorable events of the 1960s.</p> <p>Identify and describe some of the most popular toys and games of the 1960s.</p> <p>Identify and describe some of the most popular toys and games of the 1960s Describe what Tim Berners-Lee invented in 1989</p>	<p><u>What does it take to be a great explorer?</u></p> <p>Describe the achievements of Ranulph Fiennes, the qualities he possesses.</p> <p>Give an account of the accomplishments of Amy Johnson.</p> <p>Describe what Christopher Columbus achieved.</p> <p><u>How do we know so much about where Sappho used to live?</u></p> <p>Describe a 'typical' day in the life of Sappho, a wealthy young teenager.</p> <p>Identify and describe in simple terms what the Roman Empire was.</p> <p><u>Why was Charles sent to prison?</u></p> <p>Describe and suggest reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas.</p>	<p><u>How did the lives of ancient Britons change during the Stone Age?</u></p> <p>Describe the ways of life which are typically associated with the Stone Age period of history.</p> <p>Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age.</p> <p><u>What is the secret of the standing stones? (Bronze Age Britain)</u></p> <p>Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain.</p> <p><u>How do artefacts help us to understand the lives of people in Iron Age Britain?</u></p> <p>Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.</p>	<p><u>How did the arrival of the Romans change Britain?</u></p> <p>Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius.</p> <p>Describe what a gladiator was and what occurred at gladiatorial games.</p> <p>Explain who lanistae were and why they owned and trained gladiators in private schools.</p> <p><u>Who were the Anglo Saxons and how do we know what was important to them?</u></p> <p>Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain (and C&C).</p> <p>Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the AngloSaxons were called pagan.</p>	<p><u>The story of the Trojan Horse: historical fact, legend or classical myth?</u></p> <p>Reach a conclusion and make a judgement regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision.</p> <p>Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgement as to its reliability and trustworthiness.</p> <p><u>What did King George IV mean when he said 'The history of York is the history of England?'</u></p> <p>Explain the genre of historical fiction and make a justified judgement about the life of Oshere and the story behind his unclaimed helmet.</p> <p>Empathise with those who were required to pay tithes and work for free during the construction of York Minster.</p> <p>Evaluate a range of sources to reach a judgement about why killing a dog was so important to one of the armies fighting on that day.</p>	<p><u>The story of the Trojan Horse: historical fact, legend or classical myth?</u></p> <p>Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece.</p> <p><u>How did a pile of dragon bones help to solve an ancient Chinese mystery?</u></p> <p>Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899</p> <p>Describe and explain the achievements of Queen Elizabeth I as queen of England.</p> <p>Build a timeline of key events during the Shang Dynasty. Focus on events in UK and Europe from the time period.</p> <p><u>Why did Britain once rule the largest empire that the world has ever seen?</u></p> <p>Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony.</p> <p>Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation.</p>

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<p>Chronological Understanding</p>	<p><u>What does it take to be a great explorer?</u></p> <p>Describe the achievements of Ranulph Fiennes, the qualities he possesses.</p> <p>Give an account of the accomplishments of Amy Johnson.</p> <p>Describe what Christopher Columbus achieved.</p> <p><u>Why is the history of my locality significant?</u></p> <p>Identify and describe the main external features of Dartmoor Prison as it exists today.</p> <p>Identify, locate and describe the main internal features of the prison as they existed in 1908.</p> <p>Describe what occurred at the battle of Trafalgar.</p> <p>Describe what occurred at the battle of Trafalgar Describe the life and achievements of Lord Horatio Nelson.</p>	<p>Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort.</p> <p>Describe the variety of ways in which other animals were used during the First World War and explain why their use was so important to the war effort.</p>		<p>Describe and explain why Britain converted to Christianity following the visit of Augustine.</p> <p>Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity.</p> <p><u>What did the Vikings want and how did Alfred help to stop them from getting it?</u></p> <p>Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'.</p> <p>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were.</p> <p>Identify and describe the design features of a longship.</p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen.</p> <p>Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.</p>	<p><u>Why did the ancient Maya change the way they lived?</u></p> <p>Evaluate and synthesise a range of ideas to reach a judgement as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions.</p>	
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Knowledge / Understanding: events, people, and change in the past	<p>To know about life in the past throughout different periods.</p> <p>Recognise the difference between past and present in their own lives and others' lives.</p> <p>Know and recount episodes from stories about the past.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Make simple observations about different types of people, events, beliefs within a society.</p> <p>Talk about who was important at the time.</p>	<p>Can identify similarities and differences about life throughout periods of time.</p> <p>Recognise why people did things; why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> <p>Make simple observations about different types of people, events, beliefs within a society.</p> <p>Give a short account about who was important at the time.</p>	<p>Begin to make connections, noticing both contrasts and trends over time.</p> <p>Find out about the everyday lives of people in time studied and compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Describe and make links between main events, situations and changes within and across periods.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Identify historically significant people and events of the time.</p>	<p>Understand connections, contrasts and trends over time.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Describe and make links between main events, situations and changes within and across periods.</p> <p>Identify and give reasons for/ results of, historical events, situations or changes.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Identify historically significant people and events of the time.</p>	<p>Begin to note connections, contrasts and trends over time and study some narratives from different periods.</p> <p>Study different aspects of different people (men/women old/young, rich/poor).</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare an aspect of life with the same aspect in another time period already studied.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Identify historically significant people and events of the time and begin to explain their significance in the context of their time and now.</p>	<p>Can note connections, contrasts and trends over time and establishes an understanding of narratives across periods of study.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p> <p>Describe and make links between main events, situations and changes within and across periods.</p> <p>Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation.</p> <p>Begin to analyse and explain reasons for/results of historical events/changes.</p> <p>Begin to understand and explain the diverse experiences and ideas, beliefs and attitudes of men/women/children in past societies.</p> <p>Identify historically significant people and events of the time and begin to explain their significance in the context of their time and now.</p>

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<p>Connected History</p> <p>Knowledge / Understanding: events, people, and change in the past</p>	<p><u>How do our favourite toys and games compare with those of children in the 1960s?</u></p> <p>Suggest reasons for toys significance.</p> <p><u>Who is the greatest history maker?</u></p> <p>Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas.</p> <p>Identify, describe and explain how six significant people made history during their lifetime.</p> <p>Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision.</p>	<p><u>Why was Charles sent to prison?</u></p> <p>Recognise some of the ways in which the First World War changed how adults were able to behave in Britain.</p> <p>Compare and contrast means of communication in Britain during the time of the First World War with today.</p> <p><u>How do we know so much about where Sappho used to live?</u></p> <p>Suggest reasons why Sappho was able to live the life she did compared with many others in the city at the time.</p> <p>Recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii.</p>	<p><u>How did the lives of ancient Britons change during the Stone Age?</u></p> <p>Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today.</p> <p>Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required.</p>	<p><u>How did the arrival of the Romans change Britain?</u></p> <p>Explain why the Roman period of history is seen as an historically significant period.</p> <p>Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians.</p> <p>Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision.</p> <p><u>What did the Vikings want and how did Alfred help to stop them from getting it?</u></p> <p>Explain why the battle of Hastings has become such a historically significant battle in the view of English historians.</p>	<p><u>What did King George IV mean when he said 'The history of York is the history of England'?</u></p> <p>Compare and contrast working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and reach a judgement that explains the differences.</p> <p>Compare and contrast the features of one other Norman Gothic cathedral in England with those of York Minster.</p> <p>Explain why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and evaluate some of the impacts they had.</p> <p><u>Why did Britain once rule the largest empire that the world has ever seen?</u></p> <p>Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant.</p> <p>Interpret a range of evidence to reach a conclusion and make a judgement as to why the British Empire has all but disappeared.</p> <p><u>Why did the ancient Maya change the way they lived?</u></p> <p>Explain the social and religious importance of the Maya ball game pok-a-tok.</p>	<p><u>How did a pile of dragon bones help to solve an ancient Chinese mystery?</u></p> <p>To evaluate the leadership qualities Queen Elizabeth possessed and reach a judgement about why she was such an effective leader. Compare to King Cheng.</p> <p><u>Why was winning the Battle of Britain in 1940 so important?</u></p> <p>Why is the battle of Britain seen as so vital to WW2 and were any other battles as significant (i.e. Stalingrad).</p> <p><u>Why did Britain once rule the largest empire that the world has ever seen?</u></p> <p>Why was the phrase "the sun never sets upon the British Empire" so significant?</p> <p>Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgement about the actions taken by Britain, justifying their views.</p> <p>Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgement about why, like the Battle of Britain, it can be considered an important turning point in British history.</p>

Progress in Knowledge and Skills: History

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Strands	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Presenting, Organising and Communicating	<p>Uses some everyday historical terms where it is appropriate.</p> <p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'</p> <p>'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'</p> <p>Children show their knowledge by producing pictures, role play and very short writing pieces.</p>	<p>Begins to widen vocabulary used for everyday historical terms.</p> <p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p> <p>(added international)</p> <p>Children show their knowledge by producing pictures, role play, short writing pieces, models and discussions.</p>	<p>Beginning to use a range of historical terms.</p> <p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p> <p>Children show their knowledge by producing pictures, role play, short writing pieces, models, ICT based research and discussions.</p>	<p>Learn to use a wider range of historical terms appropriately.</p> <p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent'</p> <p>'during this time' 'previously' 'compared to'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p> <p>Children show their knowledge by selecting the appropriate method. They can recall, select and organise their own knowledge. (To be added into a home learning project- should this count?)</p>	<p>Uses a wide range of historical terms appropriately.</p> <p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p> <p>'the duration of...' 'continuing on from...'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p> <p>Children show their knowledge by selecting the appropriate method. They can recall, select and organise their own knowledge.</p> <p>Children can participate in discussions and think about both sides of the argument, deciding which evidence is appropriate.</p>	<p>Continuing to develop the appropriate use of a wide range of historical events.</p> <p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p> <p>'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'</p> <p>Children show their knowledge by selecting the appropriate method and including evidence within their work. They can recall, select and organise their own knowledge.</p> <p>Children form their own opinions and discuss these with their peers. They consider both sides of an argument and draw upon their knowledge to give evidence.</p>