



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Progress in History: KS2

The content of our History Curriculum provides details of the key knowledge and lines of enquiry to be studied throughout Key Stage 2. The following historical concepts and skills will be taught in the context of our curriculum and developed through regular revisiting in each period of history studied. This document will also help teachers to assess the progress of their pupils, as it provides a clear outline of the end of year expectations for each year group in Key Stage 2.

Progress in History: Key Stage 2

| Progression in... | Expected for Year 3 | Expected for Year 4 | Expected for Year 5 | Expected for Year 6 |
|------------------------------------|--|--|---|--|
| Chronological Understanding | <p>Pupils :</p> <ul style="list-style-type: none"> know that periods of time are divided into centuries. Are able to use a timeline to locate the centuries when key events from the KS1 History Curriculum took place, such as The Great Fire of London and The Gunpowder Plot. Know the meaning of BC and AD are able to use a timeline to locate the centuries when the history topic being studied occurred. Place key events on a timeline with support. | <p>Pupils :</p> <ul style="list-style-type: none"> Know that centuries can be divided into decades. Understand the terms ancient and modern Are able to use a timeline to locate the centuries when key periods from the KS2 History Curriculum (studied in Y3) took place, such as Romans in Britain and the Stone age, Iron age and Bronze age. Can explain which periods of time studied occurred before the birth of Jesus and which occurred afterwards, using AD and BC correctly. are able to use a timeline to locate the centuries when the history topic being studied occurred. Place key events from the history topic being studied on a timeline. | <p>Pupils:</p> <ul style="list-style-type: none"> Are able to order and place the key periods from the KS2 History Curriculum studied (in Y3 & Y4) in the correct century on a timeline, for example, Ancient Egyptians, Romans in Britain and the Stone age, Iron age and Bronze age. Understand the relationship between the date and the century, for example, dates starting from 1000AD are in the 2nd century AD. Know that CE and BCE can be used instead of BC and AD. independently order and place correctly on a timeline the dates of key events from the history topic being studied. | <p>Pupils:</p> <ul style="list-style-type: none"> Are able to order, place and describe (briefly) the key periods from the KS2 History Curriculum studied (in Y3, Y4 &Y5) in the correct century on a timeline, for example, The Industrial Revolution, The Maya Civilisation, Ancient Egyptians, Romans in Britain and the Stone age, Iron age and Bronze age. Independently order and sequence at least 10 main events from the history topic being studied. Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England. |

| Progression in ... | Expected for Year 3 | Expected for Year 4 | Expected for Year 5 | Expected for Year 6 |
|--|--|---|--|---|
| Continuity and Change | Pupils: <ul style="list-style-type: none"> describe changes to ways of life which happened within the period studied. describe things which stayed the same within the period studied. | Pupils: <ul style="list-style-type: none"> describe changes to ways of life and things which stayed the same which happened within the period studied and periods studied in Year 3. | Pupils: <ul style="list-style-type: none"> describe changes to ways of life and things which stayed the same which happened within the period studied and periods studied in Year 3 & Year 4. give some reasons for the changes. | Pupils: <ul style="list-style-type: none"> identify and explain change and continuity within and across periods studied in Key Stage 2. |
| Cause and Consequence | Pupils: <ul style="list-style-type: none"> describe the cause of an event and its consequence. | Pupils: <ul style="list-style-type: none"> describe several causes of an event and the consequences. | Pupils: <ul style="list-style-type: none"> describe several causes of an event and the consequences. I can suggest the most important cause of an event and explain why. | Pupils: <ul style="list-style-type: none"> explain the causes and consequences of events using examples to support my explanation. |
| Similarity and Difference | Pupils: <ul style="list-style-type: none"> describe similarities and differences between the daily life of people in the past and people today. | Pupils: <ul style="list-style-type: none"> describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day. | Pupils: <ul style="list-style-type: none"> describe social, cultural, religious and ethnic diversity and compare with other periods of history studied in Years 3 & 4, making links between some features | Pupils: <ul style="list-style-type: none"> investigate and explain describe social, cultural, religious and ethnic diversity and compare with other periods of history studied in KS2 , making links between some features . |
| Significance of events / people | Pupils: <ul style="list-style-type: none"> accurately describe some events and important people in the past | Pupils: <ul style="list-style-type: none"> describe some of the main events and people in a period of history. | Pupils: <ul style="list-style-type: none"> describe and make links between events and people in a period of history | Pupils: <ul style="list-style-type: none"> describe and make links between events, people and changes in a period of history Explain reasons for above. |

| Progression in ... | Expected for Year 3 | Expected for Year 4 | Expected for Year 5 | Expected for Year 6 |
|---------------------------|--|--|--|---|
| Historical Enquiry | <p>Pupils:</p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past. | <p>Pupils:</p> <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past. • Identify primary and secondary sources. • Understand that different sources may give conflicting information about the same event | <p>Pupils:</p> <ul style="list-style-type: none"> • use a range of sources to provide evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Begin to investigate own lines of enquiry by posing questions to answer. | <p>Pupils:</p> <ul style="list-style-type: none"> • use a range of sources to provide evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Independently investigate own lines of enquiry by posing questions to answer. |
| Historical Interpretation | <p>Pupils:</p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. | <p>Pupils:</p> <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. | <p>Pupils:</p> <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. | <p>Pupils:</p> <ul style="list-style-type: none"> • Know that people both in the past and in the present 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. • Evaluate evidence to choose the most reliable forms |

