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| **Abbey UKS2 History Progression of Skills** https://img.cdn.schooljotter2.com/sampled/12845791/100/100/nocrop/ | | | | | | |
| **Year group** | **Subject content** | **Historical chronology** | **Historical concepts** | **Historical interpretation** | **Historical enquiry** | **Historical communication** |
|  |  | *A coherent narrative, knowledge and understanding of Britain’s past and the wider world from the earliest times to the present day, how people’s lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.* | *To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*  *To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.* | *To think critically, weigh evidence, sift arguments, and develop perspective and judgement.*  *To discern how and why contrasting arguments and interpretations of the past have been constructed.*  *To gain historical perspective by placing growing knowledge into different contexts.  To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.* | *To inspire pupils’ curiosity to know more about the past and ask perceptive questions.   To frame historically-valid questions.  To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.* | *To create their own structured accounts, including written narratives and analyses.*  *To use appropriate historical words and phrases relating to*  *the passing of time.*  *To gain and deploy a historically grounded understanding of abstract terms.* |
|  | | By the end of KS2: | | | | |
| 5 | To learn about Britain’s settlement by Anglo-Saxons and Scots.  To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  To study a non-European society that provides contrast with British history – one study from:   * early Islamic civilisation, including a study of Baghdad c. AD 900 * Mayan civilisation c. AD 900 * Benin (West Africa) c. AD 900 | To show a chronically secure knowledge and understanding of local, national and global history.  To tell the story of events within and across the time periods I have studied.  To identify specific changes within and across different periods over a long arc of development.  To describe connections, contrasts and trends over short and longer time periods. | To understand change and continuity.  To devise questions about change, cause, similarity, difference and significance of people or events in a wider context.  To understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time.  To discuss trends over time.  To identify the relationship between different periods and their legacy or impact on current life. | To explain that the past can be represented or interpreted in many different ways.  To show awareness of different views about people and events studied.  To suggest some reasons why different versions of the past exist.  To evaluate and carefully select from a range of historical sources to find relevant historical information.  To consider different viewpoints or think about bias or anachronism. | To answer and devise their own historically valid questions.  To evaluate a range of historical sources.  To make perceptive deductions about the reliability of sources.  To know how our knowledge of the past is constructed from a range of sources.  To select and organise relevant historical information from a range of historical sources. | To construct informed responses by selecting and organising relevant historical information.  To use key historical terms accurately e.g. century, decade.  To make pertinent and valid comparisons between periods.  To confidently use/apply mathe-matical skills when placing events in chronological order, e.g. using place value and/or negative numbers. |
| 6 | To study an aspect or theme in British history that extends pupils knowledge beyond 1066.  To complete a local history study |
|  |  | WT:  GD: | WT:  GD: | WT:  GD: | WT:  GD: | WT:  GD: |