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| **Abbey LKS2 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 Y4: | | | | |
| 3 | To know about changes in Britain from the Stone Age to the Iron Age.  To know the achievements of the earliest civilisations   * An overview of where and when the earliest civilisations appeared * In depth study of one of either Ancient Sumer; The Indus Valley; Ancient Egypt * The Shang Dynasty of Ancient China | To understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.  To place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.  To put artefacts or information in chronological order. | To give a few reasons for and the results of the main events and changes of a time studied.  To make a few connections and contrasts eg. change, cause, similarity, difference, and significance.  To describe a range of similarities/ differences between different times in the past in periods covered so far. | To describe how the past can be represented or interpreted in a few different ways. | To answer and sometimes devise their own historically valid questions.  To use one or more sources of information to help answer questions about the past. | To present recalled or selected information in a variety of ways using specialist terms.  To describe some of the main events, people and changes in the history of Britain and the wider world.  To begin to use place value in the context of timelines |
| 4 | To know about Ancient Greece – a study of Greek life and achievements and their influence on the western world.  To know about the Roman Empire and its impact on Britain.  To learn about the Roman withdrawal from Britain in c.410 AD and the fall of the Roman Empire. |
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