

Grammarsaurus History Skills Progression



Themes



Disciplinary Concepts



Curriculum Aims

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills Progression

EYFS

Understanding the world



- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.



This Document details the disciplinary knowledge that will be taught to each of the year groups through the key stage.

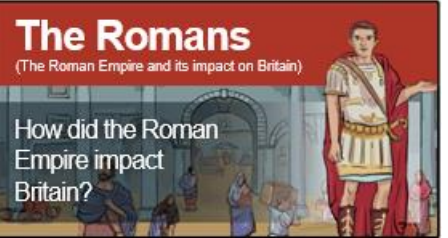

Black text – Y3/4 skills

Red text – Y5/6 skills

Year A	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance.
	<p>I can place events, artefacts and historical figure on a timeline using dates.</p> <p>I can use BCE and CE.</p> <p>I can use dates and terms accurately in describing events and people.</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can use sources of evidence to deduce information about the Ancient Egyptians.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt, and use evidence to support my answers.</p> <p>I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt, and use evidence to support my answers using multiple sources.</p>	<p>I can explain the concept of change over a long period of history and represent this with evidence.</p> <p>I can explain the concepts of continuity and change over time. I can analyse why these changes happened using terms such as social religious, political, cultural and technological.</p>	<p>I can compare similarities and differences between the new and old kingdoms of ancient Egypt and use evidence in my answer.</p> <p>I can use appropriate vocabulary to compare the similarities and differences between civilizations and cultures.</p>	<p>I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p> <p>I can describe the characteristic features of the past including ideas and beliefs, attitudes and experiences of men, women and children.</p>
	<p>I can place events on a timeline.</p> <p>I can use dates and terms when describing events.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can use sources of information to form conclusions about the past. I can discuss whether the evidence is reliable and explain why.</p>	<p>I can suggest the causes and consequences of WW2 and changes in Britain following it.</p> <p>I can describe some of the causes and consequences of World War 2, and use evidence to support my answers</p>	<p>I can begin to explain the consequence of change over time.</p> <p>I can identify periods of rapid change in history.</p>	<p>I can begin to compare and contrast key people/events/ artefacts in history.</p> <p>I can compare and contrast key people/events/ artefacts in history.</p>	<p>I can begin to describe key features of the past, including ideas and beliefs.</p> <p>I can describe key features of the past, including ideas and beliefs.</p>

Year B	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance.
	<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age. I can use BCE and CE.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can explain how we find prehistoric evidence.</p> <p>I can analyse a range of evidence in order to justify claims about the past.</p>	<p>I can suggest evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration, and use evidence to support my answers.</p> <p>I can suggest evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration, and use evidence to support my answers</p>	<p>I can explain the concept of change over a long period of history, and represent this with evidence.</p> <p>I can identify periods of rapid change in history and compare them with periods of very little change.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>I can use appropriate vocabulary to compare similarities and differences between Stone Age culture, and the present day.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society.</p> <p>I can describe the characteristic features of the past including ideas and beliefs.</p>
	<p>I can place events, artefacts or historical figures on a timeline using dates.</p> <p>I can use dates and terms accurately in describing events and people.</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can analyse a range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past. I can use sources of information to form testable hypotheses about the past.</p>	<p>I can suggest and evaluate causes and consequences in Ancient Maya, and use evidence to support my answers.</p> <p>I can describe causes of events and their consequences in Ancient Maya, and use multiple sources of evidence to support my answers.</p>	<p>I can explain the concept of change over a long period of history and represent this with evidence.</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change. I can explain the concepts of change and continuity over time. I can analyse why these changes happened using terms such as social, religious, cultural, political and technological.</p>	<p>I can compare the similarities and differences between civilizations and cultures.</p> <p>I can use appropriate vocabulary to compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe key features of the past including key features and beliefs.</p> <p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past including ideas and beliefs, attitudes and experiences of men, women and children.</p>

Year C	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance.
 <p>Ancient Greece (A study of Greek life and achievements and their influence on the world)</p> <p>What were the greatest achievements of the Ancient Greeks?</p>	<p>I can place events, artefacts or historical figure on a timeline using dates.</p> <p>I can use BCE and CE.</p> <p>I can use dates and terms when describing events.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can use sources of information to form conclusions about the past. I can discuss whether the evidence is reliable and explain why.</p>	<p>I can suggest causes and consequences for some of the main events and changes in Greece.</p> <p>I can suggest causes and consequences for some of the main events and changes in Greece and use evidence to support my answers.</p>	<p>I can begin to explain the concept of change over time.</p> <p>I can explain what changed and what continued over time in the Ancient Greek period.</p>	<p>I can begin to describe some of the social, ethnic, cultural and religious diversity of the past.</p> <p>I can use appropriate vocabulary to compare the similarities and differences between civilizations and cultures.</p>	<p>I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time.</p> <p>I can describe the social and cultural significance of a past society.</p>
 <p>Crime and Punishment (Post 1066 Study)</p> <p>How has crime and punishment changed over time in Britain?</p>	<p>I can place events on a timeline when using events,</p> <p>I can use dates and terms when describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can refine lines of enquiry as appropriate. I can use sources of evidence to deduce information about the past.</p>	<p>I can suggest consequences of crimes.</p> <p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes and use evidence to support my answers.</p>	<p>I can identify changes in crime and punishment. I can begin to communicate change and continuity.</p> <p>I can identify changes in crime and punishment. I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and punishment between two eras and I can describe the main changes in crime and punishment in one period of history and the present day.</p> <p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the characteristic features of the past</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p> <p>I can describe the social and cultural significance of a past society.</p>

Year D	Chronology	Evidence and interpretation	Cause and consequence	Change and continuity	Similarity and difference	Historical significance.
	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use BCE and CE.</p> <p>I can use dates and terms when describing events.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can refine lines of enquiry as appropriate.</p> <p>I can use sources of evidence to deduce information about the past.</p>	<p>I can suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p> <p>I can describe the causes and consequences of some of the main events and changes in Roman Britain and use evidence to support my answers.</p>	<p>I can begin to explain the concept of change over time, when the Romans arrived in Britain.</p> <p>I can identify periods of rapid change in history and compare them with periods of relatively little change.</p>	<p>I can begin to describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can begin to describe different accounts of a historical event explaining some of the reasons why the account may differ (Boudicca)</p> <p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event explaining some of the reasons why the account may differ (Boudicca)</p>	<p>I can suggest suitable sources of evidence to find out about and can discuss the importance of people and events in time.</p> <p>I can describe the social and cultural significance of a past society.</p>
	<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age. I can use BCE and CE.</p> <p>I can use dates accurately in describing events and people.</p> <p>I can describe the main changes in a period of history.(using terms such as: social, religious, political, technological and cultural).</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can explain how we find historical evidence.</p> <p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can suggest and evaluate causes and consequences of invasion in Britain and use evidence to support my answers.</p> <p>I can describe causes of invasion in Britain and what the consequences were, and use multiple sources of evidence to support my answers</p>	<p>I can explain the concept of change over a long period of history, and represent this with evidence.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I can describe similarities and differences between Anglo Saxon and Viking culture and the present day.</p> <p>I can use appropriate vocabulary to compare similarities and differences between Anglo-Saxon and Viking culture, and the present day.</p>	<p>I can begin to describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>I can describe the social, ethnic, cultural or religious diversity of a past society.</p>