

History				School's Skills Progression					National Curriculum													
Year	Term	Theme	Unit Focus	Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical Interpretation	Historical Enquiry	Organisation and Communication	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China	Recent Greece – study of Greek life and achievements and their influence on the western world	Non-European societies that provide contrasts with British history – one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.						
3	Autumn	Why are humans animals too?		<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 														
	Autumn	Set in Stone																				
	Autumn	What's the attraction?																				
	Spring 1	Art on your doorstep																				
	Spring 2 / Summer 1	Shake, rock and roll																				
	Spring 2 / Summer 1	Around the world in 20 days																				
	Summer 2	From source to sea																				
	Summer 2	What did the Romans do for us?																				
4	Autumn	Where does my food go?		<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 														
Autumn	Were the Dark Ages dark?																					
Autumn	Batteries Included																					
Spring 1	Dragons fact or fiction																					
Spring 2 / Summer 1	The good the bad and the ugly																					
Spring 2 / Summer 1	Sounding Off																					
Spring 2 / Summer 1	Amazing Amazon																					
Summer 2	It's a small world																					
5	Autumn	To the stars		<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 														
Autumn	The Ancient Greeks																					
Autumn	Poles Apart																					
Spring 1	Rites and Rituals																					
Spring 2 / Summer 1	My Town																					
Spring 2 / Summer 1	Our Commonwealth																					
Spring 2 / Summer 1	Round and Round																					
Summer 2	No way back																					
6	Autumn	What's happening now?		<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. 														
Autumn	A voyage of discovery																					
Autumn	A small miracle																					
Spring 1	Who's the mummy?																					
Spring 2 / Summer 1	You choose																					
Spring 2 / Summer 1	Angry Earth																					
Spring 2 / Summer 1	Bombs, Battle, Bravery																					
Summer 2	Bombs, Battle, Bravery cont																					
Summer 2	You're hired																					