

| PROGRESSION IN HISTORY | Year 5 | Year 6 |
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| | Term 1: What was life like in Anglo Saxon times? Term 2: What did the ancient Egyptians achieve? | Term 1: What was so different about the Mayans? Term 2: Why was our country so important to the Vikings? |
| Chronology | know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history | place current study on time line in relation to other studies use relevant dates and terms (POs) sequence up to ten events on a time line |
| Range and Depth of Historical Knowledge | study different aspects of life 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 | find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period 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 |
| Interpretations of History | compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events | 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 confident use of the library etc. for research |
| Historical Enquiry | begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research | 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 gathering from several sources together in a fluent account |
| Organisation and Communication | fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms- work independently and in groups showing initiative | select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations |
| 5a. Continuity and change in and between periods | Describe / make links between main events, situations and changes within and across different periods/societies | Describe / make links between main events, situations and changes within and across different periods/societies |
| 5b. Cause and consequence | Identify and give reasons for, results of, historical events, situations, changes | Identify and give reasons for, results of, historical events, situations, changes |
| 5c. Similarity / Difference within a period/situation (diversity) | Describe social, cultural, religious and ethnic diversity in Britain & the wider world | Describe social, cultural, religious and ethnic diversity in Britain & the wider world |
| 5d. Significance of events / people | Identify historically significant people and events in situations | Identify historically significant people and events in situations |

by the age of 11 pupils should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.

