
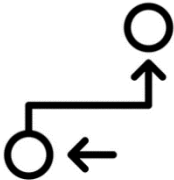








## St. Andrew's History Disciplinary Skills Progression



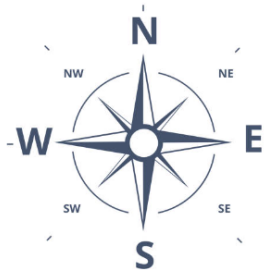


	Prior Knowledge (Y2)	Year 3	Year 4	Year 5	Year 6
<p><b>Chronology</b></p> 	<p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events studied fit within a chronological framework</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Start to identify that history is split into periods and identify main periods linked to learning.</p> <p>Start to understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught.</p> <p>Know history can be split into AD/CE and BC/BCE and begin to know what they mean.</p> <p>Sequence events, objects or processes within a period/topic studied on a pre prepared timeline using dates.</p> <p>Start to understand that timelines show scale and duration and this can be different.</p>	<p>Identify that history is split into periods and identify main periods linked to learning.</p> <p>Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught.</p> <p>Know history can be split into AD/CE and BC/BCE and know what they mean.</p> <p>Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work.</p> <p>Understand that timelines show scale and duration and that these can be different on different timelines.</p> <p>Start to work out small durations linked to key events of periods studied.</p>	<p>Place the period studied into a larger chronological narrative in relation to what has been studied previously across school and where applicable what they will study in year 6.</p> <p>Know where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught</p> <p>Construct and compare more complex timelines for the period studied and concurrent periods using given scales and durations and marking with more complex dates</p> <p>Know history can be split into AD and BC along with BCE and CE, know what they mean and why they are used</p> <p>Work out larger durations linked to key events on periods studied from a timeline.</p>	<p>Construct and compare their own overarching narrative timeline of periods of history studied across school, linked to British and world history using their own scale and durations.</p> <p>Construct and compare more complex timelines for the period studied and where applicable reference to local history and concurrent periods using, where appropriate, their own scale and duration and marking with more complex dates.</p> <p>Justify their use of scale and duration on their timelines.</p> <p>Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted.</p> <p>Know that history can be split into AD and BC along with BCE and CE and know what they mean, why they are used and choose which to use in their timelines.</p>
<p><b>Cause and Consequence</b></p>	<p>Explore the consequences of significance events and people in the past</p>	<p>Identify different causes and consequences of events or periods studied.</p>	<p>Identify different causes and consequences of events and say</p>	<p>Understand the idea of short and long term consequences of event</p>	<p>Identify the short- and long-term causes of an event/period studied and understand how historians</p>

			<p>why consequences can be different.</p> <p>Identify the lasting consequences of certain periods/events</p> <p>Identify significant people and periods and start to understand why some of these are seen as significant, linking some significant events and people across periods studied in Year 3 and KS1.</p>	<p>Identify the short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.</p>	<p>may interpret different causes as more important than others.</p>
<p><b>Significance</b></p> 	<p>Learn about significant individuals and events beyond living memory</p>	<p>Identify the lasting legacy that certain periods of history have on society today.</p> <p>Identify significant people and periods and start to understand why some of these are seen as significant.</p>	<p>Identify the legacy and impact that certain periods of history/events have on society today.</p>	<p>Start to evaluate how a period/event has impacted Britain using one or more areas of historical focus (substantive concepts).</p> <p>To know how important the consequences of a person or event was on a local, national and international scale and why it would be considered significant.</p>	<p>Evaluate how a period/event has impacted Britain or another history both in the short and long term using one or more areas of historical focus (see substantive concepts).</p> <p>Evaluate the significant historical events/periods and people from one or more periods of times and how they impacted life then and the impact on life now, drawing comparisons with other significant events/people/periods studied previously.</p>
<p><b>Sources, Evidence and Interpretation</b></p> 	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Know what a primary and secondary source can be. Use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions.</p> <p>Know how historians find out about the past and how it can be represented and recorded in different ways.</p>	<p>Know what a primary and secondary source can be and identify some sources of evidence used as primary or secondary.</p> <p>Use different sources of evidence to formulate questions.</p> <p>Use evidence to answer questions about the past</p>	<p>Know what a primary and secondary source can be and identify sources of evidence used as primary or secondary and group sources accordingly.</p> <p>Use different sources of evidence to formulate historical valid questions linked to one of the disciplinary concepts.</p>	<p>Link their own sources of evidence using their own criteria but also criteria such as primary, secondary, fact, opinion, bias, reliable and unreliable and justify how they will use these sources to understand a period of history.</p> <p>Be aware that different evidence will lead to different conclusions and understand that when making interpretations.</p>

		<p>Start to understand that some sources of evidence or historians' evidence of a person/event/period can be more reliable than another.</p> <p>Use given sources of evidence and learning, to interpret what that period was like.</p> <p>Be exposed to the idea that interpretations of a period can change when new evidence is found.</p>	<p>Identify how historians have found out about the past and how they have represented and recorded in different ways.</p> <p>Understand that some sources of evidence and historians' evidence of a person/event/period can be more reliable than another.</p> <p>Use some chosen sources of evidence and learning, to interpret what that period was like.</p> <p>Understand that evidence of a period can change when new evidence is found.</p>	<p>Use more than one source of evidence to answer questions about the past and make interpretations.</p> <p>Understand some sources of evidence are more reliable than others and some evidence is fact, opinion and with support help them identify those.</p> <p>Use sources of evidence and learning to draw their own interpretations of a period/event/person.</p> <p>Examine evidence across history to look at how interpretations of history can change.</p>	<p>Use different sources of evidence to formulate historical valid questions linked to one or more of the disciplinary concepts as well as challenge historical viewpoints with questioning.</p> <p>Explain how sources of evidence are more reliable than others and identify fact, opinion and bias and how this can change interpretations of the past.</p> <p>Use various sources of evidence and learning to draw their own interpretations of a period/event/person and say why.</p> <p>Examine evidence across history to look at how interpretations of history can change and say how and why they caused it to change.</p>
<p><b>Continuity and Change</b></p> 	<p>To understand and explore changes within living memory</p> <p>To compare present day items to those used in the past and explain physical changes.</p>	<p>Be able to identify ways that something has stayed the same (continuity) or changed within the topic/period studied and start to identify why things change or stay the same.</p>	<p>Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and identify why things change or stay the same.</p>	<p>Be able to identify ways that something has stayed the same (continuity) and changed across a larger chronological period that extends beyond periods.</p>	<p>Identify and explain continuity and change across a larger chronological period that extends beyond periods studied.</p>

<p><b>Similarities and Difference</b></p> 	<p>Identify similarities and differences between ways of life in different periods.</p>	<p>Identify similarities and differences between certain aspects of the period studied.</p> <p>With support, start to identify similarities and differences across different periods studied.</p>	<p>Draw out independently some similarities and differences within aspects of the period studied.</p> <p>Identify some similarities and differences between certain aspects of the periods studied.</p> <p>With support, start to make links between different periods of the past.</p>	<p>Be able to make connections between different periods of the past and identify similarities and differences between certain aspects of these periods.</p> <p>Discuss independently, ways aspects of a period of history may be similar or different to present time.</p>	<p>Make detailed connections between different periods of the past; and identify similarities and differences between aspects of other periods studied, along with the period studied at the time and now.</p>
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**St. Andrew's Knowledge Progression (substantive concepts)**

Concept	Community and culture	Economy & Industry	Exploration	Society	Conflict and Peace
Symbol					
Themes/ vocabulary	<p>settlement, civilisation, religion, Christianity, art, beliefs, religion, leisure and lifestyle,</p>	<p>technology, trade, raw materials, tools, science, astrology, knowledge, progress, revolution, industry, machinery, weaponry, farming, agriculture</p>	<p>migration, invasion, conquest</p>	<p>empire, emperor, democracy, parliament, law, monarchy, king, queen, coronation, government, power, oppression, client kingdom, hierarchy, peasantry, equality (influential women), politics, poverty, slavery, diversity</p>	<p>invasion, conquest, military, war, defence, rebellion</p>

Areas/ Year visited	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age to Iron Age-Year 3</li> <li>• Egyptians Year 3</li> <li>• Vikings - Year 5</li> <li>• Maya - year 5</li> <li>• WWI - Year 6</li> </ul>	<ul style="list-style-type: none"> <li>• Romans Year 4</li> <li>• Anglo Saxons - Year 4</li> <li>• Vikings – Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Egypt – Year 3</li> <li>• Romans – Year 4</li> <li>• Vikings &amp; Saxons Year 5</li> <li>• Ancient Greece – Year 6</li> <li>• WWI Year 6</li> <li>• Maya Year 5</li> </ul>	<ul style="list-style-type: none"> <li>• Romans – Year 4</li> <li>• Vikings/Saxons – Year 5</li> <li>• WWI - Year 6</li> <li>• Ancient Greece - Year 6</li> </ul>
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