**Progression of Skills in History – Indian Queens School Year 5/6 Topics: WW2/ Mayans/ Beyond Face Value (thematic) 2024-25 Ancient Greece/ Monarchy / Local History 2025-26**

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| **Areas of Study** | **Chronological Awareness** |
| * **Ancient Greece – a study of Greek life and achievements and their influence on the western world** * **Local History Study** * **A non-European society that provides contrasts with British history – Mayan civilization c. AD 900** * **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day** | * **Uses more sophisticated time markers within, as well as between 2 periods e.g. at the start of Victoria’s reign, this was in the last 10 years of Henry’s life, the causes had been building up for20 year;.** * **Can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, how Elizabeth I changed in the way she ruled during the last 10-15 years of her life;** * **Can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz;** * **Can successfully match simple iconic images to each of the periods studied;** * **Can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture** |
| **Characteristic Features** | **Interpretation** |
| * **Children can explain beliefs and attitudes in terms of why people might have had those ideas.** * **Show real sense of period in an abstract way.** * **Children understand that people's experiences varied depending on status e.g. they understand that women’s position in Greek society was very different in Athens and Sparta.** * **They know about the importance of slave culture to that society.** * **Children grasp that people's experience of being evacuated in World War Two often depended on their prior experience.** * **Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.** | * **Children understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.** * **Children understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.** * **Children understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.** * **Children grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery** |
| **Enquiry** | **Change and continuity** |
| * **Can consider the worthiness of a source by reference to what is known about the topic. e.g. this does not fit in with the picture of the subject I know therefore … .e.g. this portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?** * **Offers substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War Two. Shows awareness of the need to think about why the source was produced without prompting. ‘How can we explain why so many children in these evacuation photographs are smiling when we learn from other sources that it was a miserable experience for many children?’** | **Some changes are called a revolution because of the scale and widespread nature**  **Some changes are relative slow others happen very rapidly e.g. Monarchy/ Cornish seaside/ polictics and laws**  **Not all change is welcomed by everyone e.g. Changes in power, government and monarchy .**  **Sees that some changes lead to others e.g. consequences of war, changes to laws for the future.**  **Understands what is meant by a turning point e.g. Battle of Britain in context of World WarTwo** |
| **Cause and Consequence** | **Organisation** |
| * **• Starts to genuinely explain rather than list; May dwell on one cause at expense of others but it is real attempt to explain not just describe;** * **Explains an event using simple form of classification e.g. to do with money or religion; Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently;** * **Sees causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration.** * **Explain an event with reference to abstract ideas such as long and short-term or events building up;** * **Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think;** * **By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way** | * **Can show understanding through oral answers and simple recording devices such as speech bubbles, annotations;** * **Answers contain some simple period-specific references;** * **Writes in simple and accurate, sequenced, sentences when narrating what happened in the past;** * **Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas;** * **Begins to sustain an answer, providing some supporting evidence; Ideas are beginning to have some shape, though not yet structured in paragraphs;** * **Can use appropriate ways of communicating their understanding; Answers are structured and provide supporting evidence for statements made** |