



# TGMS HISTORY PROGRESSION OF KNOWLEDGE & SKILLS



The following grid shows the targets and progression across the school for the History curriculum. At TGMS we have a creative curriculum whereby the children cover topics in breadth and depth to develop well-rounded knowledge.

Skills	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>✓ Understand the terms BC and AD</li> <li>✓ Understand the meaning of BCE and CE and that they can be used instead of BC and AD</li> <li>✓ Use basic chronological vocabulary such as before, after</li> <li>✓ Place the time being studied on a timeline</li> <li>✓ Place events from the same period on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use increasingly complex chronological vocabulary such as a decade, century, ancient, modern, present</li> <li>✓ Use terms related to the period being studied</li> <li>✓ Include event-specific dates</li> <li>✓ Place previously studied periods on the same timeline</li> <li>✓ Note historical events that occurred at the same time but in different locations e.g. Ancient Rome, Greece and Egypt</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use timelines to plot trends</li> <li>✓ Use timelines to demonstrate changes and developments in culture, technology, religion and society</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use timelines to place and sequence local, national and international events</li> <li>✓ Use timelines to plot trends</li> <li>✓ Use timelines to demonstrate changes and developments in culture, technology, religion and society</li> </ul>
<b>Changes, Trends, Similarities and Differences</b>	<ul style="list-style-type: none"> <li>✓ Find out about the everyday lives of people being studied to make general comparisons with the child's world</li> </ul>	<ul style="list-style-type: none"> <li>✓ Find out about the everyday lives of people being studied to make general comparisons with the child's world</li> <li>✓ Compare similarities and differences between the period being studied and modern-day child's world using specific categories e.g. food, daily life, transport, technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the trends in people's lives over time</li> <li>✓ Compare the similarities and differences between previously and currently studied historical periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the trends in people's lives and historical events over time</li> <li>✓ Compare the similarities and differences between previously and currently studied historical periods</li> <li>✓ Identify which aspects of life change most over time e.g. technology, religion, society, culture</li> <li>✓ Describe the main changes across 2 time periods in reference to social, religious, political, technological and cultural</li> </ul>
<b>Range and Depth of Knowledge</b>	<ul style="list-style-type: none"> <li>✓ Retain historical facts</li> <li>✓ Understand that the past is in a chronological order</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that historical events can have long and short-term outcomes</li> <li>✓ Speculate why people/groups of people made the choices they did</li> <li>✓ Speculate what may have happened if the event had not happened</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that historical events changed peoples' lives</li> <li>✓ Speculate why people/groups of people made the choices they did</li> <li>✓ Speculate what may have happened if the event had not happened</li> <li>✓ Examine the causes of significant events</li> <li>✓ Examine the outcomes of a significant event</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speculate why people/groups of people made the choices they did</li> <li>✓ Speculate what may have happened if the event had not happened</li> <li>✓ Examine the causes of significant events</li> <li>✓ Examine the outcomes of significant events</li> <li>✓ Examine the outcomes of events on different groups of people</li> </ul>
<b>Historical Inquiry</b>	<ul style="list-style-type: none"> <li>✓ Understand that knowledge about the past is constructed from a variety of sources</li> <li>✓ Observe details in a small number of provided sources</li> <li>✓ Discuss observations made in a larger variety of provided sources</li> <li>✓ Ask simple but relevant questions about the period being studied</li> <li>✓ Use sources to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that knowledge about the past is constructed from a variety of sources</li> <li>✓ Discuss observations made in a larger variety of provided sources</li> <li>✓ Understand the difference between primary and secondary sources</li> <li>✓ Ask relevant questions as a result of observing a source</li> <li>✓ Use sources to answer questions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that knowledge about the past is constructed from a variety of sources</li> <li>✓ Choose a variety of sources including primary and secondary sources and the use of the internet and library</li> <li>✓ Use a range of sources to find out about an event in history</li> <li>✓ Form own point of view about historical events from a range of sources</li> <li>✓ Ask relevant questions as a result of observing a source</li> <li>✓ Ask questions as a result of observing sources giving reference to the particular source</li> <li>✓ Use sources to answer questions</li> <li>✓ Select reliable sources to answer questions</li> <li>✓ Develop and answer historically valid questions about change, cause, similarity and difference and significance between periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that knowledge about the past is constructed from a variety of sources</li> <li>✓ Choose a variety of sources including primary and secondary sources and the use of the internet and library</li> <li>✓ Use a range of sources to find out about an event in history</li> <li>✓ Form own point of view about historical events from a range of sources</li> <li>✓ Ask relevant questions as a result of observing a source</li> <li>✓ Ask questions as a result of observing sources giving reference to the particular source</li> <li>✓ Use sources to answer questions</li> <li>✓ Select reliable sources to answer questions</li> <li>✓ Develop and answer historically valid questions about change, cause, similarity and difference and significance between periods</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>✓ Understand that everyone sees the world differently and this is true of historical events</li> <li>✓ Give simple explanations as to why different versions exist e.g. person who saw it happen vs someone who heard a story</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that everyone sees the world differently and this is true of historical events</li> <li>✓ Look at different types of sources related to the same event and identify similarities and differences</li> <li>✓ Give simple explanations as to why different versions exist e.g. person who saw it happen vs someone who heard a story</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand what is meant by a reliable source</li> <li>✓ Explain why a source may or may not be reliable</li> <li>✓ Understand that everyone sees the world differently and this is true of historical events</li> <li>✓ Look at two versions of the same event and identify differences in the accounts</li> <li>✓ Be aware that different evidence will lead to different conclusions</li> <li>✓ Give a detailed explanation as to why different versions of an event exist, giving reference to a particular point of view e.g. invader vs citizen, rich vs poor, sources</li> <li>✓ Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain why a source may or may not be reliable</li> <li>✓ Select sources independently and give reasons for choices</li> <li>✓ Evaluate the usefulness and accurateness of different sources of evidence</li> <li>✓ Consider ways of checking the accuracy and reliability of sources</li> <li>✓ Understand that everyone sees the world differently and this is true of historical events</li> <li>✓ Look at two versions of the same event and give explanations as to why the accounts may be different</li> <li>✓ Be aware that different evidence will lead to different conclusions</li> <li>✓ Know that context (social, racial, cultural beliefs etc.) impacts perspectives</li> <li>✓ Give a detailed explanation as to why different versions of an event exist, giving reference to a particular point of view e.g. invader vs citizen, rich vs poor, sources</li> <li>✓ Suggest plausible reasons for how/why aspects of the past have been represented and interpreted in different ways</li> <li>✓ Know and understand that some evidence deliberately affects interpretation e.g. propaganda, opinion or misinformation</li> <li>✓ Explain the purpose of such evidence in reference to the period e.g. persuasion</li> </ul>