



History Progression of Skills LKS2 – Year 4



Respect, Courage, Compassion, Friendship, Trust, Perseverance

| Children will be taught to: | |
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| <p>KS2 Area of Study:</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations - Ancient Egypt Key Question: <i>How much did the Ancient Egyptians achieve?</i> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - Leisure and Entertainment through time Key Question: <i>What did people do in the past for leisure and entertainment?</i> Britain's settlement by Anglo Saxons and the Scots - Anglo Saxon and the Scots invasions, settlements and kingdoms. Key Question: <i>What impact did the Anglo Saxons have?</i> | <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Use words and phrases: After, before, during, century, decade, age, period, BC, AD. Place names, places and dates of significant events from the past on a timeline. Use timelines with intervals of 10/100/1000 years. Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Describe changes within and across different periods of time. Identify where people and events fit into a chronological framework. |
| <p>Knowledge and understanding of events, people and changes in the past:</p> <ul style="list-style-type: none"> Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describe how some of the past events/people affect life today. | <p>Historical Interpretation:</p> <ul style="list-style-type: none"> Give reasons why there may be different accounts of history. Recognise how sources of evidence are used to make historical claims. Identify historically significant people and events in different situations. |
| <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Use sources to address historically valid questions and hypotheses. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'What was it like for a during?' Suggest sources of evidence from a selection provided to use to help answer questions. | <p>Organisation and Communication:</p> <ul style="list-style-type: none"> Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and terms correctly. Use subject specific words such as monarch, settlement, invade |