



History Progression of Skills UKS2 – Year 6



Respect, Courage, Compassion, Friendship, Trust, Perseverance

Children will be taught to:	
<p>KS2 Area of Study:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world – Ancient Greece Key Question: What did the Ancient Greeks do for us? Local History Study - WW2 in Liverpool Key Question: What was Liverpool like during WW2? 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Use dates and a wide range of historical terms accurately when sequencing events and periods of time. Use timelines to demonstrate periods of time and passing of time. Name the date of any significant event studied from past and place it correctly on a timeline. Create own timelines to place events, periods and cultural movements from around the world. Use these key periods as reference points: BC, AD, Ancient Greece, Romans, Anglo-Saxons, Victorians and Today. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
<p>Knowledge and understanding of events, people and changes in the past:</p> <ul style="list-style-type: none"> Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identify how any of above may have changed during a time period. Give own reasons why changes may have occurred, backed up with evidence. Make links between some features of past societies and describe the impact on life today. Describe causes and consequences of main events, situations and changes in the period studied. 	<p>Historical Interpretation:</p> <ul style="list-style-type: none"> Give some reasons for contrasting arguments and interpretations of the past. Understand that the past has been represented in different ways. Suggest reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
<p>Historical Enquiry:</p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings and historical visits to collect evidence about the past. Regularly address and devise historically valid questions and hypotheses. Identify and use different sources of information and artefacts. Evaluate the value and accuracy of different sources of evidence. Select the most appropriate source of evidence for particular tasks. 	<p>Organisation and Communication:</p> <ul style="list-style-type: none"> Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings (e.g. written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms.