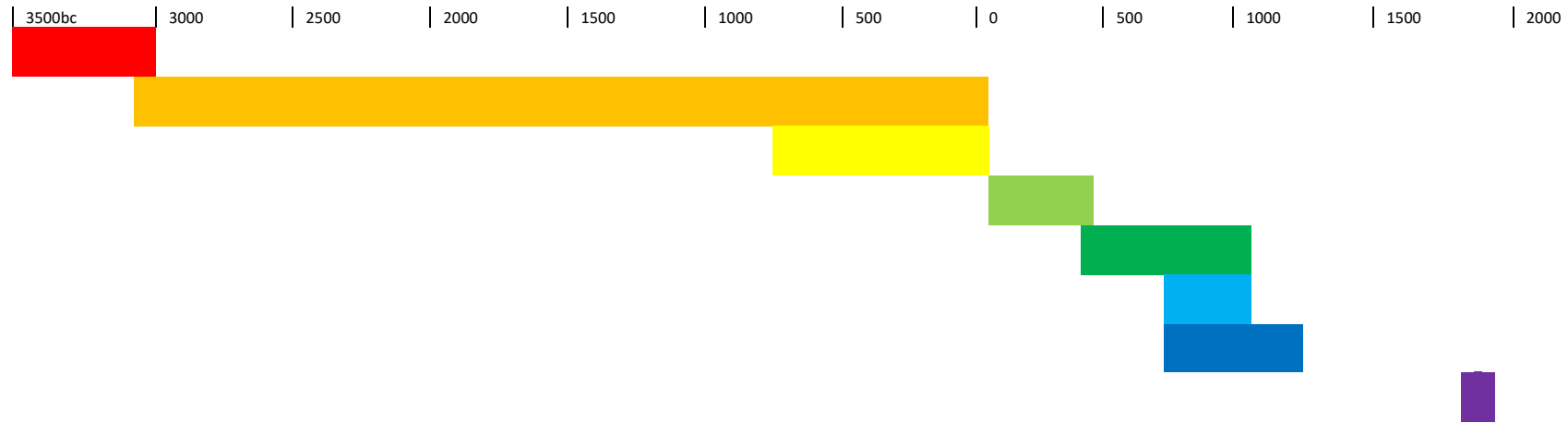


## The History Journey at Little Chalfont Primary School



|                       |                               |                               |                                |                            |                       |  |                           |
|-----------------------|-------------------------------|-------------------------------|--------------------------------|----------------------------|-----------------------|--|---------------------------|
| Year 3                | Year 3                        | Year 4                        | Year 4                         | Year 5                     | Year 5                | Year 6                                   | Year 6                    |
| Stone Age<br>-3000 BC | Ancient Egypt<br>3100 – 30 BC | Ancient Greece<br>750 – 31 BC | Roman Empire<br>31 BC – 476 AD | Anglo-Saxons<br>410 - 1066 | Vikings<br>750 - 1066 | Early Islamic Civilisation<br>760 - 1250 | Victorians<br>1837 - 1901 |

## The History Skills Progression at Little Chalfont Primary School

|   | Change & Continuity  | Chronology  | Ideas, Beliefs & Attitudes  | Causes & Consequences   | Representation and Interpretation  | Enquiry  |
|---|--|---|---|---|--|--|
| 3 | Identify simple similarities and differences between different periods in history        | Can sequence events in a narrative including broader terms such as 'Victorian Era'.<br>Sequence events in sentences and begin to include opinions | Compares with today across a range of experiences - old/young, rich/poor                            | Know that events have more than one cause and explain them  | Identify differences between versions of the same event and suggest why  | Identify information and make deductions from evidence                   |
| 4 | Compare periods knowing some events are more significant than others.                    | Sequence events identifying those with more importance than others.   | Understand and explain that not everyone lived the same way and explain differences eg. Rich v poor | Explaining causes of events in more detail, not just listing<br>Written work explains rather than lists events using supportive evidence                          | Understand different interpretations can be caused by gaps in evidence   | Begin to compare sources for accuracy and question evidence.             |
| 5 | Know that some changes are more significant than others, considering the speed of change | Use dates and terms with confidence regarding a period of history, evaluating the importance of events.   | Understand how a social group lived: their beliefs, attitudes and ideas.                            | Prioritising causes of events and making connections between causes<br>Written work is structured with evidence and evaluative including both sides to a question | Understand that versions may be inaccurate as they are created for a particular audience   | Compare resources and questions their accuracy/ worthiness               |
| 6 | Explain the impact of changes/turning points on both the winners and losers              | Use dates and terms with confidence making links to different periods in history  | Explain the impact of status across a range of ideas and beliefs.                                   | Form an explanation connecting causes by order of importance<br>Written work is structured, evaluative and suggests certainty.<br>Eg. May/might/perhaps           | Understand that history has an element of interpretation and this may differ depending on aspect studied eg. Industrialisation v child labour in Victorian era | Consider the reliability of a source by exploring the author and purpose |