



**Progressions of Skills - History - UKS2**

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	What did the Romans do for us?(History)	Masterpiece or Monstrosity? (Art)	How can I help save the world? (Science/Geography)	Who were the Mayans? (History)	Can you generate, Design, Create? (DT)	Did Eyam Save England? (History)
Global Goals	9. Industry, Innovation and infrastructure	16. Peace, Justice and Strong Intuitions	13. Climate Action 15. Life on Land 14. Life below water	11 Sustainable Cities and Communities	12. Responsible consumption and production	8. Decent Work and Economic Growth.
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Democracy	Rule of Law
Enrichment opportunities			Trip to Science Museum			Trip to Eyam
Area of Study	The Roman Empire and its impact on Britain			A non-European society that provides contrast with British history		A local history study
<b>Knowledge</b>						
Chronology	Develop increasingly secure chronological knowledge and understanding of history, local, British and world  Put events, people, places and artefacts on a time- line			Develop increasingly secure chronological knowledge and understanding of history, local, British and world  Put events, people, places and artefacts on a time- line  Location and dates of civilisation	Key inventions/discoveries - timeline	Develop increasingly secure chronological knowledge and understanding of history, local, British and world-The Plague  Put events, people, places and artefacts on a time- line



Historical Terms	Use correct terminology to describe events in The Roman Empire			Use correct terminology to describe events in The Mayan Civilisation		Use correct terminology to describe events in British History
Interpreting History				Understand that the past is represented and interpreted in different ways and give reasons for this		
Continuity and Change				Mayan writing and number system Food and drink Mayan music Gods and religious beliefs	Making links between main events, situations and changes within and across different periods and societies	Describe and begin to make links between main events, situations and changes within and across different periods and societies -link to more recent pandemic
Causes and Consequences	Identify and give reasons for historical events, situations and changes Begin to offer explanations about why The Romans acted as they did					Begin to offer explanations about why people in the past acted as they did-villagers



Similarities and Difference	Show understanding of some of the similarities and differences between The Roman Empire and Present Day, e.g. social, belief, local, individual			Mayan game - comparison		
Significance	Understand why The Romans are significant in British History			Cities and architecture		Understand why Eyam is a significant place for British/World history
Skills						
	Devise, ask and answer more complex questions about the past, considering key concepts in history			Records knowledge and understanding in a variety of ways  Making links between main events, situations and changes within and across different periods and societies  Select sources independently and give reasons for choices  Show understanding of the similarities and differences between different periods		Select sources independently and give reasons for choices  Analyse a range of source material to promote evidence about the past  Construct and organise response by selecting and organising relevant historical data  Record knowledge and understanding in a variety of ways, using dates and key terms appropriately

