

**Grayrigg CE Primary School Skill Progression for Geography:** The skill progression enables us to ensure progress through each phase of the National Curriculum. IN order to ensure we deliver all a variety of topics we follow a rolling programme. In Ks2 this is a 4 year rolling program.

	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Chronology	sequence events or objects in chronological order	sequence artefacts closer together in time sequence events.  sequence photos etc. from different periods of their life describe memories of key events in lives	place the time studied on a time line  sequence events or artefacts  use dates related to the passing of time	place events from period studied on a time line  use terms related to the period and begin to date events  understand more complex terms e.g. BCE/AD	place current study on time line in relation to other studies  know and sequence key events of time studied use relevant terms and periods labels  relate current studies to previous studies  make comparisons between different times in history	place current study on time line in relation to other studies  use relevant dates and terms  sequence up to ten events on a time line
Range and Depth of Historical Knowledge	begin to describe similarities and differences in artefacts drama – why people did things in the past  use a range of sources to find out characteristic features of the past	find out about people and events in other times  collections of artefacts – confidently describe similarities and differences  drama – develop empathy and understanding (hot seating, sp. and listening)	find out about everyday lives of people in time studied compare with our life today  identify reasons for and results of people’s actions  understand why people may have had to do something Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	use evidence to reconstruct life in time studied  identify key features and events look for links and effects in time studied  offer a reasonable explanation for some events  Develop a broad understanding of ancient civilisations	study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied  compare an aspect of life with the same aspect in another period  Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  compare beliefs and behaviour with another period studied  write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  know key dates, characters and events of time studied Compare and contrast ancient civilisations

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Interpretations of History	begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	compare pictures or photographs of people or events in the past  Identify different ways to represent the past	identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness  look at representations of the period – museum, cartoon etc.	look at the evidence available begin to evaluate the usefulness of different sources  use of text books and historical knowledge	compare accounts of events from different sources. Fact or fiction  offer some reasons for different versions of events	link sources and work out how conclusions were arrived at  consider ways of checking the accuracy of interpretations – fact or fiction and opinion  be aware that different evidence will lead to different conclusions confident  use of the library etc. for research

Rolling Program of Topics	Autumn	Spring	Summer
Acorns	In Key-stage 1 the children will cover a famous person, a famous event and how things have changed over time. There will be one History focus each term. Teachers will link these to children’s interests, locality and current events (e.g. special anniversaries). Teachers will ensure there is no repetition within the mixed age classes.		
Oaks Year A (London Residential)	Tudors	Victorians	Group Study of Greatest discoveries/inventors.
Oaks Year B	Conflict and heroes with a focus on WWII	Sir Nicholas Winton and other people with courage.	Hunter Gatherers
Oaks Year C (York Residential)	Romans	Vikings	Normans
Oaks Year D	Ancient Greece	Ancient Egypt	Study of the slave trade linked to local History Rasselas Belfield