



# History

## Progression of knowledge, skills and understanding: Key Stage 2

Skills	Class 3 - Y3/4	Class 4 - Y4/5	Class 5 - Y5/6
<p><b>Chronology</b></p> <p><b>TO BE TAUGHT AT THE START OF EACH UNIT</b></p> <ol style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within and across periods studied</li> <li>Note connections, contrasts and trends over time</li> </ol>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Understand more complex terms eg BC/AD, decade, century, Roman</li> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels eg. Empire, civilisation</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> <li>Make comparisons between different times in the past</li> </ul>
	<p><b>Vocab:</b> <b>chronological</b>, <b>sequence</b>, <b>era/period</b>, <b>millennium</b></p>	<p><b>Vocab:</b> <b>chronological</b>, <b>chronology</b>, <b>era/period</b>, <b>BC (before Christ)</b>, <b>AD (Anno Domini)</b></p>	<p><b>Vocab:</b> <b>chronological</b>, <b>chronology</b>, <b>era/period</b>, <b>BC (before Christ)</b>, <b>AD (Anno Domini)</b>, <b>monarchy</b></p>

<p><b>Historical enquiry</b></p> <p>1. Regularly address and sometimes devise</p>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> </ul>
<p>historically valid questions</p> <p>2. Understand how knowledge of the past is constructed from a range of sources</p> <p>3. Construct informed responses by selecting and organising relevant historical information.</p>	<ul style="list-style-type: none"> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> <li>• Start to devise questions about the past</li> </ul> <p><b>Vocab: historian, evidence, source, artefact</b></p>	<ul style="list-style-type: none"> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> <li>• Devise and start to answer a variety of questions about the past.</li> </ul> <p><b>Vocab: archaeologist, archaeology, primary and secondary evidence, first hand evidence, second hand evidence</b></p>	<ul style="list-style-type: none"> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> <li>• Start to devise historical enquiries</li> </ul> <p><b>Vocab: primary and secondary evidence, first hand evidence, second hand evidence, eye witness, enquiry</b></p>

<p><b>Interpretation</b></p> <p><i>Understand that different versions of the past may exist, giving some reasons for this</i></p>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons etc..</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion and bias and reliability</li> <li>• Be aware that different evidence will lead to different conclusions</li> </ul>
	<p><b>Vocab:</b> effect, source, historian, representation, comparison</p>	<p><b>Vocab:</b> infer, impact, effect, consequence, source, suggest,</p>	<p><b>Vocab:</b> continuity, significance, conclusion, interpret, bias, reliability</p>

<p><b>Range and depth of historical knowledge</b></p>	<ul style="list-style-type: none"> <li>• Find out about every-day lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of people's actions</li> <li>• Study different aspects of different people - differences between men and women</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> <li>• Examine causes and results of great events and the impact on people</li> <li>• Compare life in early and late 'times' studied</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Compare an aspect of life with the same aspect in another period</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>• Know key dates, characters and events of time studied</li> </ul>
	<p>Vocab: <b>compare, actions, aspect, differences, evidence, reason</b></p>	<p>Vocab: <b>link, effect, impact, causes, evidence, importance, examine</b></p>	<p>Vocab: <b>belief, characteristic, cause, effect, support, illustrate, consequence</b></p>

Topic (context).

**Changes in Britain from the stone age to the iron age**

e.g. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae:

Each topic is covered within a four-year rolling programme.

See key stage overviews for more information.

□ Bronze Age religion, technology and travel, for example, Stonehenge

□ Iron Age hill forts: tribal kingdoms, farming, art and culture

*Suggested vocab linked to Changes in Britain from the stone age to the iron age:*

*Prehistory, hunter-gatherer, nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, bronze, hillfort, domesticate, roundhouse, Celt, artefact, tribe, shelter, civilisation, settlement, prey*

### **Romans - to include local study of Bath/Cirencester and Roman influence (military)**

e.g. Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its

army successful invasion by Claudius and conquest, including Hadrian's Wall

□ British resistance, for example, Boudica

□ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

### **Local Study to be covered within Romans:**

a depth study linked to one of the British areas of study listed above

□ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant

□ in the locality.

*Suggested vocab linked to Romans:*

*Empire, Aqueduct, coliseum, centurion, empire, amphitheatre, republic, pantheon, temple, soldier, chariot, gladiator, barbarian, emperor, Julius Caser, Latin, mosaic, slave, villa*

### **Anglo-Saxons and Vikings - compare crime and punishment (parliament, peasantry)**

Scots invasions from Ireland to north Britain (now Scotland)

□ Anglo-Saxon invasions, settlements and kingdoms: place names and village life

□ Anglo-Saxon art and culture

□ Christian conversion - Canterbury, Iona and Lindisfarne Viking raids and invasion

□ Resistance by Alfred the Great and Athelstan, first king of England further

□ Viking invasions and Danegeld

□ Anglo-Saxon laws and justice

□ Edward the Confessor and his death in 1066

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

#### ***Suggested vocab linked to Anglo-Saxons and Vikings:***

*Invaders, raiders, Christianity, monastery, society, settlers, settlement, invasion, conquer, monk, migration, Scots, Jutes, Angles, exile, kingdom, long ship, outlawed, pagan,*

### **The Ancients - Greece, Egypt, Mayan (religion)**

The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

□ Ancient Greece - a study of Greek life and achievements and their influence on the western world

□ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

***Suggested vocab linked to The Ancients:***

*Empire, Olympics, soldier, column, nobleman, God, government, slave, democracy*

*Afterlife, hieroglyphic, chamber, mummification, tomb, pharaoh, pyramid, scribe, sphinx, underworld, irrigation*

*Monument, temple, priest, warrior, astronomy, cacao, Ahua, bacabs, baktun, batab*