

## Progression of Skills and Knowledge History

Chronology and time vocabulary	Comparisons (Connections, contrasts and trends)	Ask and answer questions	Use of sources	Constructing written work
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Year Group	Skills	Knowledge
Year 3	<ul style="list-style-type: none"> <li>Recognise the importance of historical dates being explained in chronological order.</li> <li>Order pictures of key topics onto a timeline</li> <li>Develop the appropriate use of historical terms throughout lessons but particularly in Timeline lesson – focus on BC/BCE, AD/CE, Century.</li> </ul>	<u>Changes in Britain from the Stone Age to the Iron Age</u> This could include: <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, The Amesbury Archer and Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>Explain how people lived in the Stone Age and Bronze Age</li> <li>Consider cause and significance of change between the Stone Age and Bronze Age and again Bronze Age and Iron Age.</li> </ul>
	<ul style="list-style-type: none"> <li>Develop a clear narrative within and across the periods they study.</li> <li>Note connections, contrasts and trends over time e.g compare Stone Age (pure focus on survival) to other ages (Skara Brae lesson and Amesbury Archer lesson).</li> </ul>	<u>The Roman Empire and its impact on Britain</u> This could include: <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army - explain the power of the Roman Army and evaluate why they were so successful.</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudicca - Debate whether Boudicca was a hero or villain</li> </ul>
	<ul style="list-style-type: none"> <li>Answer historically valid questions about change, cause, similarity, difference and significance and sometimes devise their own questions.</li> <li>Devise questions about what they want to find out after considering what they know and think about Skara Brae and the Amesbury Archer.</li> </ul>	

	<ul style="list-style-type: none"> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Variety of sources used (pictures, acting, PowerPoints etc) plus a lesson on the role of an Archaeologist.</li> </ul>	<ul style="list-style-type: none"> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity - Review the legacy of the Romans in Britain.</li> </ul> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content - Study the Stone Age, Bronze Age, Iron Age then Celts and Romans.</p> <p><u>A local history study – linked to Geography: How Important is West Byfleet Station?</u></p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p>– Look at how the building of the railway and the station impacted the local area (ultimately leading to the creation of the village). Use maps from different times, photos etc.</p>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Chronological order.</li> <li>Develop appropriate use of historical terms.</li> <li>Develop a clear narrative within and across the periods they study.</li> <li>Note connections, contrasts and trends over time e.g. Change of religion during Anglo-Saxon times – Pagan to Christianity</li> <li>Answer historically valid questions about change, cause, similarity, difference and significance and sometimes devise their own questions.</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Questions on Archaeological evidence from Sutton Hoo</li> </ul>	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Explain how place names have changed and how some have remained the same</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p>This could include:</p>

	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>Resistance by Alfred the Great and Athelstan, first king of England</li> <li>Further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice - Compare the differences between Anglo-Saxon laws and justice and those in modern Britain</li> <li>Edward the Confessor and his death in 1066</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Recognise the importance of historical dates being explained in chronological order - creating a timeline of events in a period of history.</li> <li>Develop a chronologically secure knowledge and understanding of life in Ancient Greece compared to life in Britain at a similar period – The Iron Age, studied in Year 3.</li> <li>Develop a clear narrative within and across the periods they study.</li> <li>Note connections, contrasts and trends over time.</li> <li>Develop appropriate use of historical terms.</li> </ul>	<p><u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (focusing on Mesopotamia) and a depth study of the Ancient Sumer</u></p> <ul style="list-style-type: none"> <li>What life was like, their use of writing, formation of governments etc and their legacy.</li> </ul> <p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their influence on the western world</li> </ul>
	Develop a clear narrative within and across the periods they study. Note connections, contrasts and trends over time.	
	Answer historically valid questions about change, cause, similarity, difference and significance and sometimes devise their own questions e.g. studying the city-state of Sparta compared to Athens.	
	Understand how knowledge of the past is constructed from a range of sources.	
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	

Year 6	<p>Recognise the importance of historical dates being explained in chronological order.</p> <p>Develop a clear narrative within and across the periods they study and where appropriate (e.g. Mayan topic) link this to learning they have done in previous year groups to consider life worldwide at those times.</p> <p>Note connections, contrasts and trends over time.</p> <p>Develop appropriate use of historical terms.</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> <li>• A significant turning point in British history, for example, the Battle of Britain – look at aspects of life in the early 20<sup>th</sup> Century and then aspects of WW2 including the Battle of Britain and consider how this led to developments in housing, social care, welfare system etc.</li> <li>• Topic to include child-led research based on their own interests and to develop their research skills.</li> </ul> <p><u>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900:</u></p> <ul style="list-style-type: none"> <li>• Who were the Mayans, what was life like then, the role of men and women, religion, writing.</li> <li>• Recognise and explain the importance of historians and archaeologists in providing information about ancient civilisations – building on what was learnt in Year 3.</li> </ul>
	<p>Develop a clear narrative within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p>	
	<p>Answer historically valid questions about change, cause, similarity, difference and significance and use a variety of sources to do this.</p> <p>Devise their own questions, especially when conducting their own research project.</p>	
	<p>Understand how knowledge of the past is constructed from a range of sources e.g. pictures (housing conditions), written information, Internet searches.</p>	
	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	