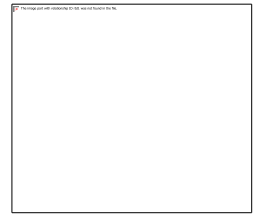


Key Stage 2 History progression overview.



The National Curriculum

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-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.AD900; Mayan civilization c. AD900; Benin (West Africa) c. AD900-1300

Key Stage 2 History progression overview.

• Coverage of the National Curriculum Key Stage 2

Year 3	Year 4	Year 5	Year 6
Stone Age to the Iron Age – Who were the first people to live in Britain? Changes in Britain from the Stone Age to the Iron Age - Late neolithic hunter-gatherers and early farmers - Bronze Age religion, technology and travel - Iron Age hill forts, tribal kingdoms, farming, art and culture Ancient Civilizations - Where and when did the earliest civilizations develop and what did they achieve? - The achievements of the earliest civilizations – an overview of the where and when the first civilizations appeared – Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Egyptians - What was everyday life like in ancient Egypt?- - The achievements of the earliest civilizations – an overview of the where and when the first civilizations appeared and an indepth study on one of them – Ancient Egypt	Ancient Greeks – Which aspects of the Greek Legacy were the most significant? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • The legacy of Greek culture (art, architecture, literature) on later periods in British history, including the present day. The Roman Empire - What was the Roman Empire's most significant impact? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The Roman Empire and its impact on Britain • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion and conquest • British resistance • Romanisation of Britain • The Roman withdrawal from Britain and the fall of the western Roman Empire	The Mayans – Why should we learn about the Maya? A non-European society that provides contrasts with British history • Comparison of Mayan culture with that of the Romans in Britain The Vikings – The Vikings, Raiders or Traders? The Viking struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasions • Resistance by Alfred the Great and Athelstan, first king of England • Viking invasions • Edward the Confessor and his death The Anglo-saxons – The Ruin of Britain? Britain's settlement by the Anglo-saxons and Scots • 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 • Anglo-saxon laws and justice	Local history – How did the second world war change Portsmouth? A local history study A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 • A study over time tracing how several aspects of national history are reflected in the locality • A significant turning point in British history, World War 2 Crime and Punishment - How has crime and punishment in Britain changed throughout the ages? A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 • Changes in an aspect of social history, such as crime and punishment from the Romans to the present Windrush - How were the people of the Windrush generation treated? A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 • Changes in an aspect of social history. • To develop historical perspective about Britain's cultural diversity.

Key Stage 2 History progression overview.

Ancient Egyptians - What did the Ancient Egyptians believe about the afterlife? - The achievements of the earliest civilizations – an overview of the where and when the first civilizations appeared and an indepth study on one of them – Ancient Egypt			
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	Concept	Year 3	Year 4	Year 5	Year 6
	Chronology sequencing events/ objects in time; using chronological vocabulary	Use and understand phrases such as 'over three hundred years ago' and AD/BC or BCE/ CE -Ancient Civilizations, Stone Age, Daily life in Ancient Egypt	- Begin to understand historical periods overlap each other and vary in length - Greek Legacy, Roman Empire - Use more precise chronological vocabulary – Greek Legacy, Roman Empire	Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary - Mayans, Vikings, Anglo-Saxons	Accurately place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them - WW2, Crime and Punishment, Windrush
	Characteristic features of events, people, periods or civilizations studied	Describe main features associated with the period/ civilization studied, mostly using period specific language- Ancient Civilizations, Stone Age, Daily life in Ancient Egypt, The After Life	- Give simple explanations that not everyone in the past lived in the same way – Greek Legacy - Use period specific language in explanation – Roman Empire, Greek Legacy	- Understand that some past civilizations in different parts of the world have some important similarities - Mayans - Identify and make links between significant characteristics of a period/ civilization studied and others studied previously – Mayans	- Contrast and make some significant links between civilizations/ periods studied -Crime and Punishment - Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied – Crime and Punishment

Key Stage 2 History progression overview.

Continuity and change Similarities and differences between ways of life at different times	Describe some changes in history over a period of time and identify some things that stayed the same – Ancient Civilizations, Stone Age	- Describe and give some examples of a range of changes at particular points in history while some things remained the same – Greek Legacy - Explain why changes in different places may be connected in some way – Roman Empire	- Give simple explanations with simple examples of why change happened during particular events/ periods. – Vikings, Anglo-Saxons - Understand that there are usually a combination of reasons for any change – Vikings - Understand that changes do not impact everyone in the same way or at the same time – Anglo-Saxons	- Understand that changes in different places and periods can be connected – Crime and Punishment - Overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly – Crime and Punishment, Windrush
Cause and consequence Why people did things/ causes and results of events and changes	Describe the causes and/ or consequences of an important historical event offering more than one example of its results – Ancient Civilizations	Describe with simple examples of different types of causes seeing that events happen for different reasons not just human action – Greek Legacy	- Explain consequences in terms of immediate and longer term effects and/ or that people were affected differently – Anglo-Saxons - Link causes or explain that one cause might be linked to another making an event much more likely to happen – Anglo-Saxons	Explain causes and consequences of quite complex events, even though they might still link some in a simple way – WW2, Windrush
Significance Impact of an event/ person, change	Understand that people, events and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time) – Ancient Civilizations, Stone Age	Identify significance reveals something about history or contemporary life – Greek Legacy, Roman Empire	Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative – Mayans, Vikings	- Make judgements about historical significance against criteria – WW2 - Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance – WW2
Interpretation How and why contrasting views arise	Recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version – The After Life, Stone Age	- Describe how different interpretations arise – Roman Empire - Understand that historical understanding is continuously being revised, if we find new evidence we have to rewrite the past – Roman Empire	- Understand that different accounts of the past emerge for various reasons – different people might give a different emphasis – Mayans, Vikings, Anglo-Saxons - Understands that some interpretations are more reliable than others – Mayans, Vikings, Anglo-Saxons	- Understand that all history is to some extent an interpretation and can identify a range of reasons for this – Crime and Punishment, Windrush - Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the interpretation – Crime and Punishment, WW2

Key Stage 2 History progression overview.

	Historical Enquiry The development and use of historical skills and the ability to communicate these	- Describe in simple terms how sources reveal important information about the past – Daily Life in Ancient Egypt, Ancient Civilizations, Stone Age, After Life in Ancient Egypt - Recognises that the absence of certain types of sources can make it more difficult to draw conclusions – Stone Age, Daily life in Ancient Egypt	- Describe and question the origins and purposes of sources using knowledge of periods and civilizations – Greek Legacy - Ask perceptive questions – Roman Empire, Greek Legacy - Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis - Greek Legacy, Roman Empire	- Explain with examples why a source might be unreliable – Mayans, Anglo-Saxons - Construct simple reasoned arguments about aspects of events, periods and civilizations studied. – Mayans, Anglo-Saxons	- Construct reasoned arguments about events, periods or civilizations studied - Crime and Punishment, Windrush - Question sources reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this. -WW2
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