

Objectives:

- 1 in Britain from the Stone Age to the Iron Age;
- 2 the Roman changes Empire and its impact on Britain;
- 3 Britain's settlement by Anglo-Saxons and Scots;
- 4 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- 5 a local history study;
- 6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 7 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;
- 8 Ancient Greece a study of Greek life and achievements and their influence on the western world;
- 9 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.

Chronology			Range and Depth of Historical Knowledge		Interpretations of History		Historical Enquiry				Organisation and Communication	
Year 3	Year 4			ear 4	Year 3	Year 4	Year 3	3	Year 4	Y	ear 3	Year 4
Place the time studied on a time line Sequence events or artefacts Use dates related to the passing of time	Place events fro period studied o a time linu Use terms related to the period and begi to date events Understar more complex terms e.g BCE / AD	everyday lives of people in time studied Compare with our life today Identify reasons for and	recelife studied life studied l	dence to onstruct in time died nutify key tures devents ok for s and ects in e elided er a sonable olanation some ents velop a ad derstandi	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, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use of text books and historical knowledge	Use a ran of source to find ou about a period Observe small dete - arteface pictures Select an record informatic relevant t the study Begin to u the library e-learning for resear Ask and answer questions	s et la	Use evidence to evidence to outld up a picture of a poast event. Choose elevant material to present a picture of pine aspect of life in ime past. Ask a variety of questions. Use the ibrary, e-earning for esearch.	ate kno and unc ngi vari war disc pic writ anr	wledge derstandi in a derty of ys – cussions, tures, ing, notations ama,	Select data and organise it into a data file to answer historical questions Know the period in which the study is set Display findings in a variety of ways Work independe ntly and in groups
					How we ac	hieve these		•				
				1		ar 3					1	
Autumr Theme:	n 1	Autumn 2 Theme:	Autumn 2 Theme:		pring 1	Spring 2 Theme:		Summer 1 Theme:			Summer 2 Theme:	
		Stonehenge how do know people lived Local Victorian Station and tracks – George Stevenson.	nehenge how do we w people lived and track al Victorian Station I tracks – George						ronze Age.		Iron Age Hill forts	
		NC Reference:	NC Reference: 6 1		ence:			NC Ref	IC Reference:		NC Reference:	
U.U.U.O.O.R.R.H.H.II.II.II.II.II.II.II.II.II.II.II.II		a timeline. Use dates related to tunit and use the passiof time. Sequence several every or artefacts. Range and depth of historical knowledge.	hronological anderstanding. acce the time studies on timeline. see dates related to the passing of time. sequence several events or artefacts. ange and depth of storical knowledge. Indicate the ange of time. Sequence several events of storical knowledge. In doubt about everyday wes of people in time. Chronolog understant in the suddestance of time at metalical in the sequence several events of storical knowledge. In the sequence several events of storical knowledge. In the sequence several events of sequence artefacts of storical knowledge. In the sequence several events of sequence several events of sequence several events of sequence several events of sequence sequence several events of sequence sequence several events of sequence seq		ding. time studies on related to the se the passing			Skills: Chronological understanding. Place the time studies on a timeline. Use dates related to the unit and use the passing of time. Sequence several artefacts or events. Range and depth of historical knowledge. Find out about everyday lives of people in time studied.		he ng day	Skills: Chronological understanding. Place the time studies on a timeline. Use dates related to the unit and use the passing of time. Sequence several artefacts or events. Range and depth of historical knowledge. Find out about everyday lives of people in time studied.	



	Compare lives of people studied with our life today.	Compare lives of people studied with our life today.		Compare lives of people studied with our life today.	Compare lives of people studied with our life today.
	Understand why people may have wanted to do something.	Interpretations of history. Distinguish between different sources –		Identify reasons for and results of people's actions.	Identify reasons for and results of people's actions.
	Interpretations of history. Look at representations of the period – museums, cartoons etc.	compare different versions of the same story. Look at representations of the period – museums,		Understand why people may have wanted to do something.	Understand why people may have wanted to do something.
	Historical enquiry. Use a range of sources to find out about a period.	cartoons etc. Historical enquiry. Use a range of sources to		Interpretations of history. Identify and give reasons for different ways in which the past is presented.	Interpretations of history. Identify and give reasons for different ways in which the past is presented.
	Select and record information relevant o the study.	find out about a period. Select and record information relevant o the study.		Distinguish between different sources – compare different versions of the same story.	Distinguish between different sources – compare different versions of the same story.
	Begin to use the library and internet for research. Observe small details in artefacts, pictures etc.	Begin to use the library and internet for research. Organisation and		Look at representations of the period – museums, cartoons etc.	Look at representations of the period – museums, cartoons etc.
	Organisation and communication.	communication.		Historical enquiry. Use a range of sources to find out about a period.	Historical enquiry. Use a range of sources to find out about a period.
				Select and record information relevant to the study.	Select and record information relevant o the study.
				Begin to use the library and internet for research.	Begin to use the library and internet for research.
				Observe small details in artefacts, pictures etc.	Observe small details in artefacts, pictures etc.
				Organisation and communication.	Organisation and communication.
	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
	Same as KS1 plus –	Same as KS1 plus –		Same as KS1 plus –	Same as KS1 plus –
	Modern Past/ present/ future Memory	Changes from the Stone Age to Iron Age Britain		Changes from the Stone Age to Iron Age Britain	Changes from the Stone Age to Iron Age Britain
	Information similarity, difference lives memorial monument Interpretation Facts/opinion Evidence Chronology - constructing a timeline	temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms		temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms	temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts
	ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning	Modern Past/ present/ future Memory Information similarity, difference lives memorial monument		Modern Past/ present/ future Memory Information similarity, difference lives memorial monument	Modern Past/ present/ future Memory Information similarity, difference lives memorial monument
	frame historically-valid draw contrasts, analyse trends,	Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,		Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,	Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,
	T .		ar 4	-	_
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Theme:	Theme: Ancient civilisations - Egypt	Theme: Local history, intro of choc to UK. Mayan Civilisation.	Theme: Early Islamic civilisation, incl. Baghdad	Theme: Ancient civilisations – Romans

LKS2 History Progression



NC Reference:	NC Reference:	NC Reference:	NC Reference: 5, 6	NC Reference:	NC Reference:
		,	9	,	2
Skills:	Skills:	Skills: Chronological	Skills: Chronological	Skills: Chronological	Skills: Chronological
		understanding. Place events from period	understanding. Place events from period	understanding. Place events from period	understanding. Place events from period
		studied on a time line.	studied on a time line.	studied on a time line.	studied on a time line.
		Use terms related to the period and begin to date events.	Use terms related to the period and begin to date events.	Use terms related to the period and begin to date events.	Use terms related to the period and begin to date events.
		Understand more complex terms e.g. BCE/AD	Understand more complex terms e.g. BCE/AD	Understand more complex terms e.g. BCE/AD	Understand more complex terms e.g. BCE/AD
		Range and depth of historical knowledge. Use evidence to reconstruct life in time studied.	Range and depth of historical knowledge. Use evidence to reconstruct life in time studied.	Range and depth of historical knowledge. Use evidence to reconstruct life in time studied.	Range and depth of historical knowledge. Use evidence to reconstruct life in time studied.
		Identify key features and events.	Identify key features and events.	Identify key features and events.	Identify key features and events.
		Looks for links and effects in time studied.	Looks for links and effects in time studied.	Looks for links and effects in time studied.	Looks for links and effects in time studied.
		Offer a reasonable explanation for some events.	Offer a reasonable explanation for some events.	Offer a reasonable explanation for some events.	Offer a reasonable explanation for some events.
		Develop a broad understanding of ancient civilisations	Develop a broad understanding of ancient civilisations	Develop a broad understanding of ancient civilisations	Develop a broad understanding of ancient civilisations
		Interpretations of history. Look at the evidence available.	Interpretations of history. Look at the evidence available.	Interpretations of history. Look at the evidence available.	Interpretations of history. Look at the evidence available.
		Begin to evaluate the usefulness of different sources.	Begin to evaluate the usefulness of different sources.	Begin to evaluate the usefulness of different sources.	Begin to evaluate the usefulness of different sources.
		Use of text books and historical knowledge. Historical enquiry.	Use of text books and historical knowledge.	Use of text books and historical knowledge. Historical enquiry.	Use of text books and historical knowledge.
		Use evidence to build up a picture of a past event. Choose relevant material to present a picture of	Historical enquiry. Use evidence to build up a picture of a past event.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of	Historical enquiry. Use evidence to build up a picture of a past event.
		one aspect of life in time past. Ask a variety of questions.	Choose relevant material to present a picture of one aspect of life in time	one aspect of life in time past. Ask a variety of questions.	Choose relevant material to present a picture of one aspect of life in time past.
		Use the library, e-learning for research.	past. Ask a variety of questions.	Use the library, e-learning for research.	Ask a variety of questions.
		Organisation and communication.	Use the library, e-learning	Organisation and	Use the library, e-learning for research.
		Select data and organise it into a data file to	for research.	communication. Select data and organise	Organisation and
		answer historical questions.	Organisation and communication.	it into a data file to answer historical	communication. Select data and organise
l		Know the period in which the study is set.	Select data and organise it into a data file to answer historical questions.	questions. Know the period in which the study is set.	it into a data file to answer historical questions.
		Display findings in a variety of ways.	Know the period in which the study is set.	Display findings in a variety of ways.	Know the period in which the study is set.
		Work independently and in groups.	Display findings in a variety of ways.	Work independently and in groups.	Display findings in a variety of ways.
			Work independently and in groups.		Work independently and in groups.
Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
		civilisation irrigation	historic reason	Prohet Muhammad mosque	invasion conquest
		ancient interpret	enquire continuity	caliphs astrolabes	resist viaduct
		chronology artefact	discuss monument	Baghdad Islam	aqueduct coliseum
		analyse hierarchy	reliability significance	Muslin Golden Age	amphitheatre Romanisation
		reliable pyramid	achievement memorial	Astromony Scholars	empor
		p.,			