

History Key Stage Two-Progression of Skills

National Curriculum KS2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p>	<p>Changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> -Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture -changes over time between the 3 periods and making comparisons. <p>A local history study Children will have an understanding of the timings and locations of: Stone Henge. Bronze Age Barrows in Greenwich.</p>	<p>The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> -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, Boudicca - 'Romanisation' of Britain and lasting legacy -Elements of their culture, including, art, jobs, religion etc. -Key events and the impact of them on today's culture <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Assessed through: The legacy of Roman culture (art, architecture or literature) on later</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> -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 -The chronological order of this period of time and features of their culture, including, art, religion, politics, lifestyle etc. <p>A local history study Children will have an understanding of: Islington during the First World War, with a focus on a significant person:</p>	<p>Crime and punishment over the ages, focussing on the Anglo-Saxons, Victorians, World Wars and modern day</p> <p>A local history study Children will have an understanding of Islington during the Second World War through studying civilian testimonies and discovering what life was like at home during the War,</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Assessed through:</p> <ul style="list-style-type: none"> • The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day • Changes in an aspect of social history, such as crime and

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The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study. Assessed through an in depth study of location, time, features, culture and legacy of: Ancient Egypt, The Shang Dynasty of Ancient China and making links to Britain at the same time- The Bronze Age

periods in British history, including the present day.

Britain's settlement by Anglo-Saxons and Scots. This could include:

- Roman withdrawal from Britain
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

A local history study

Children will have an understanding of:

The location and history behind Hadrian's wall.

The history behind London's city (Roman) walls.

A non-European society that provides contrasts with British history.

Assessed through: Mexico and the Mayans, including, time, location, features of Mayan culture and comparing this to British society at the time (The bronze age to 1066)

Charles William Train – an Islington soldier

A non-European society that provides contrasts with British history. Assessed through: Benin (West Africa c. AD 900-1300), including, time, location and how this contrast to British society of the same time.

punishment from the Anglo-Saxons to the present.

Ancient Greece – a study of Greek life and achievements and their influence on the western world. Assessed through children having an understanding of the Greek's key achievements and their legacy/influence on the western world (philosophy, art, literature, medicine, astronomy, architecture)

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Chronology	<ul style="list-style-type: none">• Sequence periods of time studied in chronological order and place onto a simple timeline.• To use dates related to the passing of time and begin to recognise AD/BCE• To begin to recognise that periods of History run alongside one another/happened at the same time.	<ul style="list-style-type: none">• Sequence periods of time studied in chronological order and place onto a simple timeline.• Recognise periods taught as being AD/BCE and use specific dates related to the period taught.• Begin to place events studied from the periods studied onto a timeline• To recognise that periods of History run alongside one another/happened at the same time.	<ul style="list-style-type: none">• Sequence periods of time studied in chronological order and place onto a timeline with dates• Begin to recognise that the duration of a period is shown through the length/space taken on a timeline• Place events studied from the periods studied onto a timeline• To begin to recall which periods of History run alongside one another and make comparisons.	<ul style="list-style-type: none">• Sequence periods of time studied in chronological order and place onto a timeline with dates• Recognise that the duration of a period is shown through the length/space taken on a timeline• Confidently place events studied from the periods studied onto a timeline• To recall which periods of History run alongside one another and make comparisons across different times.
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<p>Research and Interpretation Skills</p>	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • With given options, decide upon a suitable source of evidence for historical enquiries. • Recognise the part that archaeologists have had in helping us understand more about the past. • Describe different historical events explaining some of the reasons why people's lives may differ. • Suggest causes and consequences of some of the main events and changes in history in periods studied. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries (both primary and secondary sources). • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history in periods studied.. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices and evaluating the reliability. • Seek out and analyse a wide range of evidence in order to justify a given statement about the past • Understand that no single source of evidence gives the full answer to questions about the past. • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of History. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past relating to its influence on the present day (e.g. 'The Ancient Greeks had more influence than the Romans on the western world' e.g. I think that _____, because _____) • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of History.
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Chronology, era, • Ancient society • Context specific vocabulary e.g. River Nile, North Africa, Hieroglyphics, Canopic jar, Mummification, Hierarchy, Pharaohs, nobles, governors, 	<ul style="list-style-type: none"> • chronology, era, empire • Context specific vocabulary e.g.: 'invading' and 'settling', Roman Empire, army, catapult, Julius Caesar, Claudius, Hadrian's Wall, Boudica, Roman baths, gladiators, mosaics, pottery. 	<ul style="list-style-type: none"> • chronology, era, empire, • Use appropriate historical vocabulary to communicate e.g. legacy, continuity • Context specific vocabulary e.g. 	<p>Use key vocabulary previously taught</p> <ul style="list-style-type: none"> • Context specific vocabulary e.g. empire, armistice, perspectives, civilization, treaty, trenches, truce • Olympics, mythology, Athens, Sparta, Nike, gods and goddesses, temple.

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	<p>slaves, farmers, craftsmen, soldiers, scribes & vizier.</p> <ul style="list-style-type: none"> • Hunter gatherer, Late Neolithic hunter gatherers, farmers Skara Brae, Iron Age hill forts: tribal kingdoms, metal, tools, cave paintings, Stonehenge • Ancient China, bronze hu, Fu Hao, soldier, oracle bones, emperor 	<ul style="list-style-type: none"> • Angles, Saxons and Jutes, coastal fortresses, Sutton Hoo, Burial mounds • Sutton Hoo, Excavation, Archaeologists, Pagan, Superstition • Monument, temple, priest, warrior, pyramid, astronomy, stelae, cocoa beans, codices, hieroglyphics, calendar 	<ul style="list-style-type: none"> • Culture, Popol Vuh, overpopulation, overuse, endemic warfare, drought. Luftwaffe, Spitfire, Winston Churchill, Operation Sea Lion, air raid, Blitz. Igodomigodo, Ogiso Owodo, oracle, esagho, high priest, warrior, Oranmiyan • Invasion, resistance, Edward the Confessor, Viking, long boat, 	
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