

PROGRESSION ACROSS STRANDS

STRAND	Key Stage 1	Year 3		Year 4			Year 5		Year 6	
	TOPICS	Prehistory (The Stone, Bronze & Iron Ages)	Ancient Greece	Romans	Anglo-Saxons	Vikings	Ancient Egypt	Early Islamic Civilisation	WW2	Monarchy vs Democracy
Key Vocabulary		Civilisation Timeline, Chronological, BC, AD, Stone, Bronze, Iron Ages, Plot on a timeline, settlement, hunter gatherer, spears, tools, flint, druid. smelting, Hill forts, round house, social structure; Celts, tribes, family clans, chieftain.	Civilisation Power Trade Empire Ancient, Greek, Greece, civilisation, culture, citizen, primary and secondary sources, Sparta, Athens, Athenian, Spartan, democracy, city state (polis), rights, dictatorship, Parthenon, Acropolis.	Civilisation Power Trade Empire Rome, River Tiber, Republic, Empire, Emperor, Dictator, Senate, Senator, Latin, Legion, legionary, Roman numerals, Invade, invasion, settle, power, conquer, Gauls (French), Hadrian's wall, Londinium, Iceni, Romanisation, aqueducts, Anglo Saxon, Picts, Scots, Barbarians.	Civilisation Power Trade Empire Migration, immigrants, emigration, immigration, refugee, invasion, invade, conquest. criminal, justice, defendant, court, ordeal, Wergild.	Civilisation Power Trade Empire Viking, attack, control, settle, Lindisfarne, Scandinavia, Dane Law, Dane Geld, monarch, tax.	Civilisation Power Trade Empire Egyptologist, Egypt, Ancient Egyptians, agriculture, River Nile, Hierarchy, social system, status, pharaoh, artefact, Mummification, embalming, preserve, tomb, sarcophagus, archaeologist.	Civilisation Power Trade Empire Mesopotamia, Tigris, Euphrates, caliph, caliphate. Round City, silk road, Baghdad, House of Wisdom	Civilisation Power Trade Empire Nazis, Allies, Axis, Blitz, Dunkirk, D-Day, Evacuation, home front, rationing, propaganda, Jews, persecution	Civilisation Power Trade Empire Monarchy, Democracy, Government, Monarch, the Magna Carta, Runnymede, Constitution, Constitutional Monarchy, Oligarchy, Autocracy, Theocracy, Dictatorship, Denomination, Pope, Suffragettes,

Significant Individuals			<p>Alexander the Great,</p> <p>Greek Gods: Poseidon - sea,</p> <p>Zeus - king of all gods,</p> <p>Hera - queen,</p> <p>Aphrodite - love;</p> <p>Apollo - prophecy, music, poetry;</p> <p>Ares - war; Artemis - hunting and animals;</p> <p>Athena - wisdom.</p>	<p>Romulus and Remus, Pompeius Magnus, Julius Caesar, Octavious Agustus, Livia Drusilla,</p> <p>Emperor Claudius,</p> <p>Emperor Hadrian,</p> <p>Boudicca.</p>	<p>Edward the Confessor</p> <p>King Harold II</p>	<p>King Alfred,</p> <p>King Guthram,</p> <p>King Ethelred the Unready,</p> <p>King Eric,</p> <p>King Edgar,</p> <p>King Sweyn Forkbeard,</p> <p>King Ethelred,</p> <p>King Canute,</p> <p>William the Conqueror.</p>	<p>Tutankhamun,</p> <p>Howard Carter, Lord Canaervon,</p> <p>Ra - God of the sun</p> <p>Anubis - God of the dead,</p> <p>Osiris - God of the underworld</p>	<p>Muhammad,</p> <p>Caliph Al-Mansur</p>	<p>Neville Chamberlain</p> <p>Winston Churchill</p> <p>Adolf Hitler</p> <p>Franklin D. Roosevelt,</p> <p>Joseph Stalin,</p> <p>Anne Frank</p>	<p>King John</p> <p>Henry VIII</p> <p>Emmeline Pankhurst,</p> <p>Emily Davidson,</p> <p>King George V</p>
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<p>1. Historical Interpretations</p>	<p>To use pictures, photographs and artefacts to find out about the past;</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To start to compare two versions of a past event;</p>	<p>To understand that there are different sources of information which help us know about the past.</p> <p>To understand the difference between primary and secondary sources.</p> <p>To look at more than two versions of the same event or story in history and identify differences;</p> <p>To identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence.</p>	<p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To identify examples of primary and secondary sources.</p> <p>To analyse different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>To analyse a wide range of evidence about the past;</p> <p>To identify primary and secondary evidence and understand the impact of this on reliability;</p> <p>To begin to evaluate the usefulness of different sources.</p> <p>To identify why interpretations can change in light of new evidence e.g. change in meaning of the word 'barbarian'</p>	<p>To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>To show an awareness of the concept of propaganda;</p> <p>To consider different ways of checking the accuracy of interpretations of the past;</p>
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<p>2. Historical Investigations (including questioning *)</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can: observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past.</p>	<p>To regularly address and sometimes devise historically valid questions about key themes*</p> <p>To construct informed responses that involve thoughtful selection of relevant historical information.</p>	<p>To regularly address and sometimes devise own questions to find answers about the past;</p> <p>To construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>To begin to undertake their own research.</p> <p>To gather more detail from sources such as maps to build up a clearer picture of the past;</p>	<p>To recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p>	<p>To investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>To select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p>
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<p>3: Chronological understanding</p>	<ul style="list-style-type: none"> - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Know where the people and events they study fit within a chronological framework. - Sequence artefacts and events that are close together in time; - Order dates from earliest to latest on simple timelines; - Sequence pictures from different periods; - Describe memories and changes that have happened in their own lives; - Use words and phrases such as: old, new, earliest, latest, past, present, future, century 	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>To 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.</p>	<p>To order a small number of ages from history (R, A, V adding to S,B, I Age and Ancient Greece)</p> <p>To sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p>	<p>To order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>To understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>	<p>To accurately use dates and terms to describe historical events;</p> <p>To understand and describe in some detail the main changes to an aspect in a period in history;</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">4. Knowledge and Understanding of Events, People and Changes in the past.</p>	<p><u>Events</u></p> <ul style="list-style-type: none"> - Choose and use parts of stories and other sources to show that they know and understand key features of events. - Know and recount episodes from stories and significant events in history; <p><u>People</u></p> <ul style="list-style-type: none"> - Describe significant individuals from the past. - Understand that there are reasons why people in the past acted as they did; <p><u>Changes</u></p> <ul style="list-style-type: none"> - Identify similarities and differences between ways of life in different periods. - Recognise some similarities and differences between the past and the present; 	<p><u>Events</u></p> <p>To understand key features, aspects and events of the time studied;</p> <p><u>People</u></p> <p>To understand how people and events in the past have influenced life today;</p> <p>To compare the everyday lives of people in time studied compared with our life today;</p> <p><u>Changes</u></p> <p>To note key changes over a period of time</p> <p>To understand connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p><u>Events</u></p> <p>To identify and explain key features, aspects and events of the time studied;</p> <p><u>People</u></p> <p>To explain how people and events in the past have influenced life today;</p> <p>To find out about the everyday lives of people in time studied compared with our life today;</p> <p><u>Changes</u></p> <p>To note key changes over a period of time and be able to give reasons for those changes;</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>	<p><u>Events</u></p> <p>To identify causes and results of great events and the impact these had on people;</p> <p><u>People</u></p> <p>To understand the role that significant individuals have played in the course of history.</p> <p>To describe attitudes, beliefs and the everyday lives of men, women and children in the past.</p> <p><u>Changes</u></p> <p>To identify and note connections, contrasts and trends over time,</p>	<p><u>Events</u></p> <p>To examine causes and results of great events and the different impact these had on people;</p> <p><u>People</u></p> <p>To describe in some detail the role that significant individuals have played in the course of history.</p> <p>To describe and speculate on the variety of attitudes, beliefs and the everyday lives of men, women and children in the past.</p> <p><u>Changes</u></p> <p>To identify and note connections, contrasts and trends over time, including in the everyday lives of people;</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">5. Presenting, Organising and Communicating</p>	<p><u>Present, communicate and organise</u></p> <p>Talk, write and draw about things from the past;</p> <p>Retell simple stories about the past, using historical vocabulary</p> <p>Use drama/role play to communicate their knowledge about the past.</p> <p><u>Vocabulary</u></p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p>	<p><u>Present, communicate and organise</u></p> <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing.</p> <p><u>Vocabulary</u></p> <p>Use and understand some appropriate historical vocabulary to communicate information</p>	<p><u>Present, communicate and organise</u></p> <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>Begin to present ideas based on their own research about a studied period.</p> <p><u>Vocabulary</u></p> <p>Use and understand appropriate historical vocabulary to communicate information.</p>	<p><u>Present, communicate and organise</u></p> <p>Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing.</p> <p>Present a self-directed project or research about the studied period.</p> <p><u>Vocabulary</u></p> <p>Know and show a good understanding of historical vocabulary.</p> <p>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</p>	<p><u>Present, communicate and organise</u></p> <p>Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p><u>Vocabulary</u></p> <p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p>
	<p>* Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</p>				

Continuity and change in and between periods		<p>What changed from the Stone, Bronze and Iron Ages?</p> <ul style="list-style-type: none"> · housing, · society, · food, · entertainment, · beliefs 	<p>What significance do Greek achievements and inventions have today:</p> <ul style="list-style-type: none"> · democracy · society, · entertainment, · beliefs 	<p>How did the Roman Republic and the Roman Empire differ? (senators vs Emperor)</p>	<p>What changed in Roman Britain from Iron Age Britain:</p> <ul style="list-style-type: none"> · housing, · society, · food, · entertainment, · beliefs 	<p>What was the Viking religion like?</p> <p>What was the Viking culture like?</p> <p>How did it differ from Anglo-Saxon or Roman Britain?</p> <ul style="list-style-type: none"> · housing, · society, · food, · entertainment, · beliefs 	<p>What has changed since the AEs were around?</p> <p>What is a civilisation?</p> <p>Why did mummification take place? What does this tell you about their beliefs? How is this different to the processes we use today?</p> <p>Why do we learn about how other people live/lived?</p> <p>How did the AEs use to dress? Are there any similarities with our clothing, style and fashion today?</p> <p>How do the lives of the ancient Egyptians differ from ours?</p>			<p>Comparing similarities and differences between WW2 and modern day Britain through comparison of:</p> <ul style="list-style-type: none"> · housing, · society, · food, · entertainment, · beliefs
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Cause and consequence		<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted.</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life.</p> <p>Why did people live in hill forts?</p>	<p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p>	<p>Why did the Roman Republic become the Roman Empire?</p> <p>How did different legions in the Roman army get their names?</p> <p>Why did the Romans come to Britain?</p> <p>Why did Julius Caesar fail to invade Britain twice?</p> <p>Why did the Romans want to segregate Scotland? What benefit would this bring to them?</p> <p>Was the impact of the Romans on Britain positive or negative? Why?</p>	<p>Where did the Anglo-Saxons come from? Who were they?</p> <p>How would the Anglo-Saxons have felt leaving their homes?</p> <p>Where were the Anglo-Saxons from originally? Where were their homes before they invaded Britain? (Northern Germany, Denmark and the Netherlands). What factors that led to them leaving home (push factors) and coming to England (pull factors)?</p> <p>What were Anglo-Saxon crimes and punishments?</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following</p>	<p>What was DaneLaw? - A peace treaty between Anglo-Saxons and Vikings.</p>	<p>What do we use today that the Egyptians invented?</p> <p>What role did the River Nile play in helping the Ancient Egyptians develop and succeed into a successful civilisation?</p> <p>Why do you think the Egyptians had so many Gods? How did their beliefs affect their lives?</p> <p>Identifying why Victorian inventors created so many inventions that are still around today</p> <p>Identifying the effect of Victorian inventions on today's world as either positive or negative</p>	<p>To know why Baghdad was established where it was. (Proximity to water and trade routes)</p> <p>To know why Baghdad flourished economically, culturally and socially.</p>		<p>Neville Chamberlain and declaration of war due to lack of response from Germany</p> <p>The changed roles of women</p> <p>The Blitz led to evacuation</p>

				<p>civilisations and today</p> <p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V</p>					
<p>Similarity / Difference within a period/situation (diversity)</p>			<p>What different roles were there in the Roman Republic and Empire?</p> <p>What would the differences have been for a Roman soldier posted to Hadrien's Wall compared to Rome?</p>	<p>Which different jobs might the Anglo-Saxons have had? (e.g. tailoring, hunting, carpentry, cooking, medicine...)</p>		<p>What is a social hierarchy? What different roles did people have?</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Significance of events / people</p>			<p>Alexander the Great, Hippocrates, Aristotle</p>	<p>Which famous Roman do you feel was the most important/ had the biggest impact?</p> <p>Gnaeus Pompeius Magnus - famous general in Roman army</p> <p>Gaius Julius Caesar - famous general in Roman army - conquered Gaul. Made himself a dictator. Killed by other senators.</p> <p>Gaius Octavius (Augustus)- founded the Roman Empire</p> <p>Livia Drusilla (Empire)</p> <p>Boudicca - revolt against the Romans. Why is she such a significant individual for both British and Roman British history</p>	<p>Edward the Confessor - the penultimate Anglo-Saxon king of England, was known as 'the Confessor' because of his deep piety.</p> <p>Harold II - the last Anglo-Saxon king.</p>	<p>King Alfred the Great - Anglo-Saxon king who wanted to bring peace between the Anglo-Saxons and the Vikings.</p> <p>Established Dane Law - peace treaty between Anglo-Saxons and Vikings.</p> <p>King Ethelred - tried to stop the Vikings from attacking by bribing them - tax called the Dane Geld</p> <p>King Sweyn Forkbeard (who was a Viking king) in Denmark got really angry at the situation and invaded England himself.</p> <p>Harold II - the last Anglo-Saxon king.</p> <p>William the conqueror - 1066, the battle of Hastings. a Norman king won the whole battle therefore ended Anglo Saxon and Viking rule and then began Norman rule.</p>	<p>What is an Egyptologist?</p> <p>Tutankhamun, Howard Carter, Lord Canaervon.</p> <p>Identifying the significance of Victorian achievements and their impact on today</p> <p>Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them?</p>		<p>WWII Adolf Hitler, Churchill, Roosevelt, Stalin.</p> <p>The role of women in the workplace and how this impacted the future of women in society</p> <p>“World” war and how everyone has been affected in some way</p>	<p>King John, lost war in Normandy - leading to the Magna Carter.</p> <p>Henry VIII and the Reformation.</p>
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