

## BLACK HORSE HILL JUNIOR SCHOOL – PROGRESSION IN HISTORY

CONCEPTUAL UNDERSTANDING	Prior Knowledge from KS1	PROGRESSION OF KNOWLEDGE, SKILLS & CONCEPTUAL UNDERSTANDING - KS2			
	Pupils should:	Year 3	Year 4	Year 5	Year 6
<p><b>CHRONOLOGY</b></p> <p>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>- have developed an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they studied fit within a chronological framework.</p>	<p>Pupils should:</p> <p>Through their study of the Stone Age, Bronze Age and Iron.</p> <p>Understand how history comprises of different periods of time.</p> <p>Begin to compare the duration of different periods of history i.e. Stone Age compared to Bronze and Iron Ages.</p> <p>Use and begin to understand the terms: B.C. &amp; A.D. chronological order.</p> <p>Order significant changes and events during the periods studied on to a time line.</p> <p>Through their study of the Sumer, begin to understand how events in history happened simultaneously and that groups of people did not progress in the same ways at the same time.</p>	<p>Pupils should:</p> <p>Through their study of Romans, Anglo-Saxons and Vikings build on their understanding of chronology of British history after the Iron Age.</p> <p>Compare the duration of the Roman, Saxon/Viking period to periods already studied in year three.</p> <p>Introduce C.E. and B.C.E. as alternative dating to B.C. and A.D.</p> <p>Use and understand terms circa, chronology, chronological order.</p> <p>Order significant changes and events during the periods studied on to a time line. Including the actions of significant individuals.</p> <p>Construct a timeline to show changes and significant events in Ancient Greek history. Use prior learning to compare what was happening in Britain during the same period.</p>	<p>Construct more complex and detailed timelines of the periods studied.</p> <p>In their Local History study (Vikings to Victorians), children order events and changes in Wirral and compare them to changes and events in Britain and the wider world beginning with the Viking and Saxon struggle for power.</p> <p>Use and understand B.C. and A.D. circa, era, age, period, chronology, chronological order century, decade.</p> <p>Continue to build an understanding of how events in history happened simultaneously through comparing the history of the Maya to events in British history.</p>	<p>Compare the duration of civilizations and their impact on world history. Compare Ancient Egypt to other Ancient civilizations.</p> <p>Children construct a complex timeline of ancient civilizations to approximate start and end dates, duration and overlaps between periods.</p> <p>Create a timeline of the significant events and changes during the twentieth century. Compare these with world events and examine how they affected life in Britain.</p> <p>Use and understand B.C./B.C.E. A.D./C.E. circa, era, age, epoch, period, chronology, chronological order.</p>
<p><b>CHANGE &amp; CONTINUITY</b></p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>- be able to identify changes within living memory through looking at how life has changed for parents and grandparents e.g. through studying transport or leisure.</p> <p>- understand some events happened beyond living memory that are significant nationally or globally, for example, the Great Fire of London, the first aeroplane flight.</p>	<p>Investigate how life in Britain changed during the Stone Age, Bronze Age and Iron Age.</p> <p>What ideas did the Ancient Sumer contribute to promote change in their society?</p>	<p>Investigate continuity between the Ancient Greek civilization and Roman civilization.</p> <p>Investigate how life changed and what stayed the same for the Iron Age Celts during the Roman occupation of Britain.</p>	<p>Investigate how life changed for the Anglo-Saxons after the Danelaw.</p>	<p>How did different ancient civilizations contribute to changes in ideas, technology etc. Do any of these innovations still exist today? E.g. Ancient Sumer 60 minutes in one hour etc.</p> <p>Identify how life changed through the decades of the twentieth century in terms of social change, technology, medicine, popular culture etc.</p>

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<p><b>DIFFERENCES &amp; SIMILARITIES</b></p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>- identify similarities and differences between ways of life in different periods.</p>	<p>Compare Stone Age life to modern life. Examine how our lives our similar and different to those who live during the Stone Age in Britain.</p> <p>Compare Hunter-gathering and nomadic life of the Mesolithic people to settlement and farming during the Neolithic, Bronze and Iron Ages.</p> <p>Use timelines to compare what was happening in Ancient Britain and Ancient Sumer.</p>	<p>Compare our democracy to Ancient Athens. Would they recognise our system as democracy?</p> <p>Referring to prior learning, examine how the Romans were similar and different to the Greeks and how the Romans were influenced by Greek ideas.</p> <p>How did Anglo-Saxon settlement differ from Roman settlement? Did Britain enter a 'Dark Age'?</p>	<p>Compare old and recent photographs, census returns, maps etc. to compare similarities and differences in the locality.</p> <p>Compare Mayan and European society, life, ideas, beliefs etc.</p>	<p>Compare similarities and differences between different ancient civilizations.</p> <p>What ideas and innovations did they have in common?</p> <p>Compare similarities and differences in the beliefs and burial rituals of the Ancient Egyptians to civilizations they have studies in previous years.</p>
<p><b>HISTORICAL TERMS &amp; ASSOCIATED VOCABULARY</b></p> <p>Develop the appropriate use of historical terms.</p>	<p>- use a wide vocabulary of everyday historical terms:</p> <p>Past, present, yesterday today, timeline, order, compare, artefact, event, source, evidence, invention, question, reason, connection, century, decade, living memory etc.</p>	<p>Chronolog/y/ical, prehistory, prehistoric, ice age, homo sapiens, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, hunter gatherer, nomadic, Bronze Age, Iron age, archaeology/y/ist, artefacts, sources, evidence, settle/ment, farming, agriculture, grave goods, burial, beliefs</p>	<p>Chronolog/y/ical, ancient, civilization, tyrant, oligarchy, democracy, philosophy, art &amp; culture, architecture, city state, peninsula, Athens, Parthenon, Acropolis, conquer, inventions, law, Sparta, war, battle, century, decade, Anglo-Saxon, Viking, raid, trade, Sutton Hoo, Dark Age, Lindisfarne, Christianity, resistance, Kingdoms, unite, archaeolog/y/ist, artefacts, evidence invasion, empire, conquest, resistance, citizen Romanisation, power sacrifice,</p>	<p>Chronolog/y/ical, ancient, civilization, tyrant, oligarchy, Danegeld, Danelaw, integrate, settle, significant people, Maya, Mayan, Meso America, Codex, Chichen Itza, Spanish colonisation, slavery, exploitation, parliament, laws, reforms, contrast, rich, nation, poor/poverty, regional, national, prosperity, significant, impact, influence,</p>	<p>Chronolog/y/ical, ancient, civilization, archaeology, agriculture, irrigation, technology, discovery, prosperity, significant, impact, influence, progress modern, sources, evidence, point of view, achievements, trends, significance, research, society, diversity, technology, Space Race, progress</p>
<p><b>CAUSES &amp; CONSEQUENCES</b></p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>- know some causes of changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Explore the reasons early people migrated, retreated and then finally settled in Britain.</p> <p>Investigate some of the causes and consequences of the migration of the Bell-Beaker people and others from Europe into Britain.</p> <p>Investigate how Bronze, iron and other innovations changed the lives of the early Britons.</p>	<p>Investigate why the Romans invaded Britain and identify the the consequences for the Iron Age Celts.</p> <p>Explore some of the possible reasons for the decline of the Roman occupation of Britain and how it led to a period known as the 'Dark Ages'.</p>	<p>Investigate why the Vikings raided parts of Anglo-Saxon England and the consequences of the Anglo-Saxon/Viking struggle for power.</p> <p>What were the causes that led to the USA launching a manned flight to the moon?</p>	<p>What were the causes and consequences of the Second World War?</p> <p>What were the causes and consequences of significant changes between the decades of the twentieth century in Great Britain?</p>

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<p><b>HISTORICAL ENQUIRY &amp; INTERPRETATION</b></p> <p>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.</p>	<p>- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past.</p> <p>- identify different ways the past is represented.</p>	<p>Examine a range of (replica) Stone Age artefacts. Explain what they tell us about advances in Stone Age technology and life.</p> <p>Investigate Stone Age &amp; Bronze Age burials to find out what they can tell us about the people of the past, their lives and beliefs.</p> <p>Study cave paintings and understand how historians have different ideas about the purpose of the paintings.</p> <p>Begin to put forward historically valid questions of their own. Use sources of information to answer their questions.</p>	<p>Read a range of Roman written sources: Descriptions of the Britons – are they reliable or biased?</p> <p>Pliny the Younger and Vesuvius. The Vindolanda tablets.</p> <p>Examine a range of (replica) artefacts. Explain what they tell us about Anglo-Saxon life.</p> <p>Investigate the Sutton Hoo ship burial and discuss how it changed historians' views of this period. Was it a 'Dark Age' in British history?</p> <p>Put forward historically valid questions.</p>	<p>Use sources to find out how and why the Vikings settled in Wirral.</p> <p>Use maps to identify Viking settlements in Wirral.</p> <p>Use a range of sources to identify the development of Victorian West Kirby: Maps, photographs, census returns, article etc.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Put forward historically valid questions. Use two or more sources of information to answer their questions for reliability.</p> <p>Begin to understand historians can interpret the past differently from the same evidence. Pupils consider this and justify what they think using evidence.</p>	<p>Examine replica Egyptian artefacts and sources</p> <p>Use a range of sources to find out about twentieth century Britain.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Use two or more sources of information to answer their questions for reliability.</p> <p>Put forward historically valid questions. Use two or more sources of information to answer their questions for reliability.</p> <p>Understand historians can interpret the past differently from the same evidence. Pupils consider this and justify what they think using evidence.</p>
<p><b>SIGNIFICANCE</b></p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>- know about events beyond living memory that are significant nationally or globally.</p> <p>- know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>- know about significant historical events, people and places in their own locality.</p>	<p><b>Individuals:</b> Mary Anning (linked to science) Gilgamesh: King of Uruk</p> <p><b>Events:</b> Transition from Hunter-Gathering life style to farming. Migration of the Beaker people and others and the technologies and ideas they brought with them.</p> <p>Ancient Sumer: The first civilization &amp; its innovations</p>	<p><b>Individuals:</b> Alexander the Great Socrates Plato Aristotle Althelstan Edward the Confessor Julius Caesar Claudius Hadrian Boudicca</p> <p><b>Events:</b> The Roman Invasion of Britain. Boudicca's rebellion. Danelaw.</p>	<p><b>Individuals:</b> Alfred the Great</p> <p>Queen Victoria Neil Armstrong</p> <p><b>Events:</b> The Persian Wars First Man on the Moon</p>	<p><b>Individuals:</b> Howard Carter Tutankhamun Winston Churchill Charles Darwin</p> <p><b>Events:</b> The First World War The Second World War</p>

