

Progression of History Skills and Knowledge

	Year 3	Year 4	Year 5	Year 6
Aspect of History and Historical Knowledge	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.</p> <p>The stone-age was followed by the bronze-age period. This is when humans started to use metal.</p> <p>The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.</p> <p>During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</p> <p>During the Neolithic Age (towards end of the stone age), the humans formed settled communities, and domesticated plants and animals for the first time in history.</p> <p>Skara Brae- Is an archaeological site found on the Orkney Islands in Scotland. It is a stone age village that has been well preserved.</p> <p>Stonehenge Is a famous stone age monument in Wiltshire.</p> <p>Lindow Man -</p>	<p>Roman Britain the Roman Empire and its impact on Britain</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance: Boudica</p> <p>'Romanisation' of Britain</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Location of Greece, states in Greece</p> <p>Major achievements of democracy, Olympic games, Religion and Greek myths, language and architecture.</p> <p>Architecture still standing today and study of artefacts. Acropolis, Ephesus theatre, Temple of Apollo at Delphi, Parthenon of Athens.</p> <p>Comparison of Athens and Sparta</p>	<p>A Local history study over time tracing how several aspects of national history (Medieval period, Tudors and Victorians) are reflected in the locality (this can go beyond 1066)</p> <p>How Bramall Hall changed over time through a study of the owners and how it influences the local area.</p> <p>An overview of the Tudor period with the Kings and Queens in rule. Daily life and achievements of The Tudor period and how this is reflected in the hall.</p> <p>Anglo Saxons and Vikings struggle to rule Britain</p> <p>Roman withdrawal from Britain in AD 410</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p>	<p>A non-European society that provides contrasts with British history -a study of the Mayan civilization c. AD 900</p> <p>The Maya were a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE.</p> <p>They are known for being the first Mesoamericans to develop writing.</p> <p>They also had a sophisticated culture in which they lived in city states.</p> <p>They built spectacular monuments and stepped pyramids -some (e.g. Chichen Itza) have become world tourist destinations in the modern day.</p> <p>They were also well-known for their advanced maths and calendars.</p> <p>Around 900CE, Maya cities became abandoned. No one knows for sure why this happened.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in</p>

	<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Overview of all the Ancient Civilisations The writing System The pyramids Religious Beliefs - worshipping many gods Burials - mummification</p>	<p>The Battle of Marathon and Thermopylae. Looking at different viewpoints of historical events.</p> <p>Alexander the Great</p> <p>Daily lives of The Ancient Greeks - houses, clothes and entertainment</p>	<p>Edward the Confessor and his death in 1066</p> <p>The Battle of Hastings</p>	<p>British history, for example: The Battle of Britain</p> <p>Comparison of different types of wars:</p> <p>Lead up to World War 1 Cause and effect to World War 2 Evacuees Homefront Battle of Britain DDay VE Day</p> <p>A study that includes the long arc of time, evolving a specific theme across several time periods beyond 1066. Battle of Hastings, War of the Roses, English Civil War, WWI then focus on WWII.</p>
<p>How previous learning is linked.</p>		<p>Being able to understand the development of human history within the Stone age, Bronze Age and Iron /age will help the children to see the dramatic change of the Romans coming to Britain.</p> <p>World History - to be able to compare another ancient civilisation with Ancient Egypt.</p>	<p>The medieval/ Tudor times follows on chronologically to other times studied in British history. It will also set the period of history for the Bramall Hall study.</p> <p>Being able to recognise how Britain changed after the Romans left and the impact of the Anglo Saxons and Vikings way of living.</p>	<p>Being able to compare how the Mayan civilisation developed to the daily lives of the Anglo Saxons and Vikings. (Same period of history - comparing British history and World history)</p> <p>Studying over a long arc of time will enable the children to bring together their chronological knowledge of British and World history to look at the impacts of war over time.</p>
<p>Overarching enquiry question and following lines of enquiry</p>	<p>When would you prefer to live: Stone Age, Bronze Age or Iron Age?</p> <p>Where do the various Stone Ages, Bronze Age and Iron Age belong on a timeline?</p>	<p>What impact did the Romans have on Britain?</p> <p>When and why did the Romans invade Britain? Who could join the Roman Army? Why was the Roman Army so successful?</p>	<p>What is in the name of Bramhall?</p> <p>How did Bramhall get its name? Who built the hall? When was it built? Why is it called Bramall Hall? What era of time is evident in the building and architecture of the hall?</p>	<p>What was so magnificent about the Mayans?</p> <p>Where and when did the Maya live? What were the achievements of the Mayas compared to the Vikings? Why did it take so long to discover many of the Maya Cities?</p>

<p>What were the significant achievements of the Stone Age man? What were the changes in housing from the Stone Age to the Iron Age? How do we know about these periods of history? What do we know about food collection across the ages? How did society structures changes from the Stone Age to the Iron Age? How did the religious beliefs change between the Stone Age to Iron age? What can we learn from the burial hoards? What can we learn from the Stone Henge site?</p> <p>Iron Age was better than the Stone Age because nothing really happened! Do you agree or disagree?</p> <p>How successful was the Ancient Egyptian Civilisation? Where are the Ancient Civilisations? When were the Ancient Civilisations? How did the Ancient Egyptian civilisation end? What were the greatest achievement of the Ancient Egyptians? What was built at Giza? What were the beliefs of the Ancient Egyptians? What was the afterlife? What was mummification? What did the society of the Egyptians look like? What were the different roles of people? Role of the scribe - why was this a significant role? How did the Egyptians record? How have hieroglyphics taught us so much about the Egyptians?</p>	<p>Why did the Romans build Hadrian's Wall? What was life like at Hadrian's Wall? Did the native Britons welcome or resist the Romans and why? What impact did the Romans have on Britain?</p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p> <p>When and where was the Ancient Greek Civilisation? Can I order events before, during and after this time period? What were the major achievements of the Greeks? Do we still use them in the Western World today? What were the religious beliefs in Ancient Greece? How do we know? How was life different in Athens and Sparta? What happened at the battle of Marathon and Thermopylae? How do we know? Who was Alexander the Great? What was it like to live in Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?</p>	<p>What do we know about the medieval and Tudor times? Can we place this time in history on a timeline? Now we know about the Tudor times how has this era influenced Bramall Hall? What evidence is there? Who lived at Bramall Hall? What sources of evidence are useful? Why is our school called Nevill road? What is the connection between Nevill Road and Bramall Hall?</p> <p>Who won the struggle to conquest Britain before 1066?</p> <p>What did the Anglo Saxons leave behind? How does the Sutton Hoo find help us learn about how the Anglo Saxons lived? What happened to Britain when the Romans left? Where did the Saxons, Scots come from? Who were the Saxons? Who were the Saxons? How did they live? What were their homes like? Their daily life? Who were the Vikings and where did they come from? What was significant about Lindisfarne? How well did the Saxons and Vikings get along? What did the Vikings leave behind? What was it like living as a Viking? 1066 - Battle of Hastings Why was it the end of the Vikings?</p>	<p>What do artefacts tell us about the Mayas? How did their calendar work? How did they tell the time? What numbers did the Maya use in maths? What is a Maya glyph? What do we know about the Maya culture's beliefs? What was daily life like at home for the Mayas? (compare to the Vikings) Who has power in The Maya society? What happened to the Mayas?</p> <p>What was the impact of Wars on Britain?</p> <p>What impact have wars had on Britain? How can one man's death spark a war? What was it like on the western front? What was the impact of WW1 on men, women and children? Why did WW2 start? How people 'at home' were affected? What impact did WW2 have on the role of women?</p>
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<p>Historical Enquiry skills and interpretation</p>	<p>Enquiry I can answer and sometimes devise my own historically valid questions.</p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p> <p>Interpretation I can describe how the past can be represented or interpreted in a few different ways. (artefacts and sources of primary evidence and peoples account and text books for secondary) look at people's point of view too.</p>	<p>Enquiry I can answer and sometimes devise my own historically valid questions.</p> <p>I can use one or more sources of information to help me answer questions about the past in sentences.</p> <p>Interpretation I can describe how the past can be represented or interpreted in a few different ways. (artefacts and sources of primary evidence and peoples account and text books for secondary) look at people's point of view too.</p>	<p>Enquiry I can answer and devise my own historically valid questions.</p> <p>I can evaluate a range of historical sources (to find evidence of families in Bramall Hall - census, photos, newspaper cuttings)</p> <p>I can make perceptive deductions about the reliability or sources.</p> <p>I know how our knowledge of the past is constructed from a range or sources and can select and organise relevant historical information from a range of historical sources (Sutton Hoo artefacts)</p> <p>Interpretation I can explain that the past can be presented or interpreted in many different ways.</p> <p>I am aware of different views about people and events studied and can give some reasons why different versions of the past exist. (Where the Vikings vicious? What was the invasion of Lindisfarne really like?)</p>	<p>Enquiry I can answer and devise my own historically valid questions.</p> <p>I can evaluate a range of historical sources (to find evidence of life for an evacuee or Homefront? Diaries, photos, newspaper cuttings)</p> <p>I can make perceptive deductions about the reliability or sources.</p> <p>I know how our knowledge of the past is constructed from a range or sources and can select and organise relevant historical information from a range of historical sources (life in the trenches, what was it like? Artefacts and buildings left by the Mayas)</p> <p>Interpretation I can explain that the past can be presented or interpreted in many different ways.</p> <p>I am aware of different views about people and events studied and can give some reasons why different versions of the past exist. ((why did the Mayas leave? Who started the wars?))</p>
<p>Chronological Knowledge</p>	<p>I understand that the past is divided into differently named periods of time.</p> <p>I can place events, people and change on a timeline.</p> <p>I can use appropriate dates/chronological conventions BC, BCE and AD.</p> <p>I can put artefacts or information in chronological order.</p>	<p>I understand that the past is divided into differently named periods of time.</p> <p>I can place events, people and change on a timeline. <i>Recap to build on chronology of Prehistoric Britain and Ancient Civilisations.</i></p> <p>I can use appropriate dates/chronological conventions BC, BCE and AD. I can put artefacts or information in chronological order.</p>	<p>I can demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world.</p> <p>I can tell stories of events within and across time periods studied.</p> <p>I can identify specific changes within and across different periods of time.</p> <p>I can describe connections, contrasts and trends over short periods of time.</p>	<p>I can demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world. <i>At the beginning of the Maya topic children to construct a timeline of world history and British history of periods already covered and then to add in the Mayas.</i></p> <p>I am aware of the dates of the different wars across the world that affected Britain.</p> <p>I can tell stories of events within and across time periods studied.</p>

				<p>I can identify specific changes within and across different periods of time and over a longer arc of development.</p> <p>I can describe connections, contrasts and trends over short and long periods of time. <i>Relate the Blitz to a broadly based understanding of the past.</i> <i>Compare what was happening in Europe (Vikings) in comparison to the Mayas.</i></p>
<p>Historical concepts and understanding</p>	<p>Change and Continuity I can understand how some things changed and some things stayed the same of the time period studied. <i>Children to study how tools became more sophisticated and this changed daily lives.</i></p> <p>Cause and consequence I can give a few reasons for and the results of the main events and changes of a time studied <i>Look how materials caused changes in the daily lives during Stone age, Bronze age and Iron Age</i> <i>Children should identify the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)</i></p> <p>Similarities and Differences I can tell you a range of similarities and differences <i>Children to compare food and housing during the Stone age, Bronze age and Iron age</i> <i>Children to compare the different ancient civilisations - looking at similarities and differences.</i></p> <p>Significance</p>	<p>Change and Continuity I can understand how some things changed and some things stayed the same of the time period studied.</p> <p>I can tell you a range of similarities and differences between how the Romans lived to our way of living.</p> <p>I can compare how ancient Greece compared to other ancient civilisations - looking at similarities and differences.</p> <p>Cause and consequence I can give a few reasons for and the results of the main events and changes of a time studied. What changes did the Romans make to our way of living? How have the Ancient Greeks influenced the Western World?</p> <p>Similarity and Difference Compare when possible the 2 different Ancient Civilisations. Compare the 2 states in Greece of Sparta and Athens</p> <p>Significance What were the significant events and people that made changes in the time studied?</p>	<p>Continuity and Change I understand how my local area changed over time.</p> <p>I understand how Britain changed after the invasion of the Anglo Saxons and how things changed and stayed the same when the Vikings came.</p> <p>Cause and Consequences How did Bramall Hall effect the development of our local area? Who lived in Bramall Hall?</p> <p>I can begin to devise questions about Why and how Britain changed during the Saxons and Viking eras, Why the Romans left and what they left behind.</p> <p>Similarity and Difference Compare the daily lives of Saxons and Vikings, compare Maps of the local area.</p> <p>Significance How did the Tudors influence the buildings in our local area? Who ruled England at the time? Who was Alfred the Great?</p>	<p>Continuity and Change Children should note the similarities and differences between the Ancient Maya and Viking Britain.</p> <p>I understand how my local area changed during the World Wars</p> <p><i>I understand how Britain changed after the Battle of Britain. What stayed the same?</i></p> <p>Cause and Consequences Why do Wars happen? What are the consequences? Look as an overview initially at the beginning of this topic.</p> <p>I can begin to devise questions about Why and how Britain changed during the world wars. Why did Britain go to war? How did Germany and Hitler cause WW2?</p> <p>Similarity and Difference</p> <p>Develop an understanding of the similarities and differences of experiences within a period in the past.</p> <p><i>Looking at the different experiences of evacuee, women and men during the war.</i></p> <p><i>Compares the lives of the Mayan society with the Vikings (same time period).</i></p>

	<p>What were the significant events and people that made changes in the time studied?</p> <p><i>I know the key inventions and discoveries from Stone age to Iron Age.</i></p> <p><i>I can tell you about the significant achievements of the Ancient Egyptians.</i></p>			<p>Develop an understanding of similarities and differences of events/experiences over a longer arc of time.</p> <p><i>Comparing the different wars.</i></p> <p>Significance How did certain Wars change the history of Britain? War of the Roses, Battle of Hastings, Civil Wars and then World War 1 and 2. What were the significant events during the World Wars? What were significant battles?</p> <p>What significant inventions/ developments have been left with us from the Mayans? Children should make interpretations about the Maya and compare them to other known civilisations, deciding whether they thought that they were more or less advanced.</p> <p>Children should identify how significant the achievements of the Maya were given the lack of precious metals and the difficult terrain and climate that they lived in.</p>
<p>Historical Communication</p>	<p>I can present recalled or selected information in a variety of ways using key vocabulary.</p> <p>-I can write sentences to describe some of the main events, people and changes of Britain (from Stone Age to Iron Age) and the wider world (Ancient Civilisations)</p> <p><i>Children to write their own sentences about their findings at the end of a lesson e.g. which achievement of the Ancient Egyptians do you think was the most significant?</i></p> <p>I am beginning to use place value in context of timelines.</p>	<p>I can present recalled or selected information in a variety of ways using key vocabulary.</p> <p>I can write sentences or paragraphs to describe some of the main events, people and changes of Britain (Roman Britain) and the wider world (Ancient Greece)</p> <p>I can use place value in context of timelines.</p>	<p>I construct informed responses by thoughtfully selecting and organising relevant historical information. (Was King Alfred great? Who lived in Bramall Hall?)</p> <p>I can use key historical terms correctly (see vocab)</p> <p>I can make related and valid comparisons between periods (how was Britain different after The Vikings?)</p> <p>I can use mathematical skills when placing events in chronological order.</p>	<p>I can construct informed responses by thoughtfully selecting and organising relevant historical information. ((What was it like in the World War?)</p> <p>I can use key historical terms correctly in my writing (see vocab)</p> <p>I can make related and valid comparisons between periods ((compare Vikings with the Mayans, how was WW1 different to WW2)</p> <p>I can use mathematical skills when placing events in chronological order.</p>

<p>Vocabulary</p>	<p><u>History Key Vocab</u> Change Chronology Different Similar Landscape Settlements Timeline Era Time period Connections Evidence Artefact Ancient Modern</p> <p><u>History skills Vocab</u> Making connections Sequence contrast Facts/ opinions Chronology Build a Timeline Artefacts Research and Enquiry Comparison Reliability Discussion</p> <p><u>Stone Age Vocab</u> Prehistoric Britain Palaeolithic Hunters gatherers Mesolithic Neolithic Early farmers Skara Brae Bronze Age Stonehenge Iron Age Hill forts</p> <p><u>Ancient Civilisation Vocab</u> Civilisations Irrigation Ancient Sumer Indus Valley Ancient Egypt Shang Dynasty of Ancient China Mummification Pyramid</p>	<p><u>History Key vocab</u> Comparison Reliability Significant Influence Era Time period Evidence Archaeology Ancient Modern Primary/ Secondary sources of evidence Century Decade</p> <p><u>History skills Vocab</u> Sequence contrast Facts/ opinions Chronology Artefacts Research and Enquiry Comparison Reliability Discussion Interpretation Evidence</p> <p><u>Roman Britain vocab</u> Julius Caesar Claudius Invasion Conquest Resistance Boudica Romanisation Hypocaust Viaduct/aqueduct Gladiator Coliseum Amphitheatre Hadrian's Wall</p> <p><u>Ancient Greece Vocab</u> Western world Democracy Philosophy Olympic games Athens Parthenon Acropolis</p>	<p><u>History Key vocab</u> Achievements Wealth Influence Architecture Power Impact Cultural Period/era Reliable evidence Archaeologists Primary and secondary sources of Evidence</p> <p><u>History skills Vocab</u> Chronology Artefacts Research and Enquiry Comparison Reliability Reflection Interpretation Historically valid question Investigate Making Links</p> <p><u>Bramall Hall vocab</u> Monarch Reign King Henry VIII Queen Elizabeth Mary - Queen of Scots Elizabethan Tudor Coronation Influence Achievements Impact Archaeologists Evidence</p> <p><u>Anglo Saxon and Vikings Vocab</u> Invasions Kingdoms Expansion Conquer Settlements Long ships</p>	<p><u>History Key vocab</u> Wealth Influence Power Impact Consequences Bias British Values Society Objectivity Subjectivity Period/era Empire Reliable evidence Primary and secondary sources of Evidence</p> <p><u>History skills Vocab</u> Chronology Comparison Deduction Organising Information Research and Enquiry Reliability Reflection Interpretation Historically valid question Historical perspective Making Links</p> <p><u>Mayan Vocab</u> Mayans Glyphs Kingdoms Society Gods religion Hierarchy Jaguar Achievements astronomy Stelae Pyramids Hieroglyphics codices Archaeologists Priests Warriors</p> <p><u>Wars Vocab</u> Allies Air raid Atomic bomb Blitz Blackout British Empire Concentration camp Evacuee Rationing Liberate Refugee Propaganda Resistance</p>
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