St Jude's C of E Schools Federation History Progression Overview

KS2				
Chronological Understanding	**Knowledge and understanding of events, people and changes in the past**	**Historical interpretation**	**Historical Investigations**	**Presenting, Organising and Communicating**
Comprehension of time, including the language of time; recognising how the past can be divided up into different times; understanding that there are similarities, differences and connections between eras; perceiving that trends may be identifiable over time.	**Growing breadth and depth of historical knowledge and understanding of the past, including, how and why some things change and others remain the same (change and continuity), why events take place (causation), the outcomes that follow (consequences) and making judgements about the historical significance of people and events.**	**Awareness that the past can be seen in a variety of ways because people make inferences or deductions from sources as we cannot be certain of much that actually happened**	**The process of asking questions about the past, and, answering those questions by using and evaluating historical sources.**	**The ability to show what has been found out in a variety of different ways, including using historical vocabulary**
KS2: Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	KS2: Study connections over time Study contrasts over time Study trends over time -changes in Britain from the Stone Age to the Iron Age -the Roman Empire and its impact on Britain -Britain's settlement by Anglo-Saxons and Scots -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor -a local history study -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -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 Ancient Greece – a study of Greek life and achievements and their influence on the western world -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	KS2: understand how our knowledge of the past is constructed from a range of sources.	KS2: Address historically valid questions about change Address historically valid questions about cause Address historically valid questions about similarity and difference Address historically valid questions about significance Devise historically valid questions about change, cause, similarity and difference, and significance.	KS2: construct informed responses that involve thoughtful selection and organisation of relevant historical information Develop appropriate use of historical terms

Skills within Lower KS2	Related knowledge

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Chronological Understanding **Year 3** Use historical terms to describe different periods. (see vocab list) Sequence dates and information from several historical periods on a timeline Begin to work out duration **Year 4** Sequence significant dates about events within a historical time period on historical timelines. Sequence and make connections between periods of world history on a timeline Begin to understand the concept of coexistence	✓ Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era). ✓ The ends of each age interconnect and overlap. ✓ Duration is the amount of time that something occurs. ✓ Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect. **British history** ✓ Prehistory is divided into 3 main period: Stone age, Irone Age and Bronze Age. ✓ Each period is named after the told at the time. ✓ The Iron Age ended after the Roman invasion in AD 43. ✓ In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain. ✓ The Romans left Britain in AD 410 ✓ The Norman invasion of 1066 changed England's government, language and society. **Ancient civilisations** ✓ The Indus Valley civilisation ran from c2500 BC to c1700 BC. ✓ Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. ✓ Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.
<u>Knowledge and understanding of events, people and changes in the past</u> **Year 3** Describe the everyday lives of people from past historical periods.(Stone, Bronze, Iron Age, Roman) Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe how a significant event or person in British history changed or influenced how people live today Describe the significance and impact of power struggles on Britain.(Anglo Saxon invasions) Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain the cause, consequence and impact of invasion and settlement in Britain. Describe ways in which human invention and ingenuity have changed how people live. Summarise how an aspect of British or world history has changed over time.	**<u>Knowledge and understanding of events, people and changes in the past</u>** **Early Britain** ✓ Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. ✓ Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy. ✓ The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed. ✓ Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. ✓ The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain. ✓ Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic. **Romans** ✓ Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. ✓ Ancient Rome had a well-structured hierarchy with the Emperor at the top and slaves at the bottom. ✓ Boudicca was the queen of the Celtic Iceni tribe who fought against the Romans. ✓ Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman Emperor, Claudius, successfully conquered Britain in AD 43. ✓ Romans left a great legacy: towns were built, there were inventions such as roads, aqueducts and public baths. ✓ Emperor Constantine made Christianity legal. Some people in Britannia became Christians. ✓ The Romans left Britain in 410AD

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Explain the cause and effect of a significant historical event. (Romans leaving) Explain the cause and effect of a significant historical events. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs Explain the cause and consequence of invasion and migration by the Romans into Britain. **Year 4** Describe the significance and impact of power struggles on Britain. (Viking attacks) Explain the similarities and differences between two periods of history.(Stone age to Iron age, Anglo Saxon to Viking) Construct a profile of a significant leader using a range of historical sources. (Athelstan, Augustine, King Khufu etc) Explain in detail the multiple causes and effects of significant events. (end of Anglo-Saxon and Viking rule and the beginning of Norman Britain, end of the Ancient Sumarian civilisation etc) Explain the cause, consequence and impact of invasion and settlement in Britain. (The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.) Describe a series of significant events, linked by a common theme, that show changes over time in Britain. (Christianity peaked in Roman times, declined with the Roman withdraw and Christianity spread once again in Anglo Saxon times) Describe the hierarchy and different roles in ancient civilisations.(Roman, Sumarian, Egyptian)	**Anglo Saxons and Vikings** ✓ The Romans left Britain in AD 410, Anglo-Saxons began settling in Britain and changing the way people lived. ✓ Britain's long coastline and many rivers made it easier for invaders to reach and settle in the country. ✓ The Anglo-Saxons came to Britain for land and opportunities, and their language and culture shaped England ✓ Sutton Hoo is important because it revealed that Anglo-Saxon society was rich, skilled and well organised ✓ A monk called Augustine converted the anglo Saxon King to Christianity. Christianity soared. ✓ Anglo-Saxon monasteries were centres of worship, learning and book production ✓ The Anglo-Saxons left a lasting legacy through the English language, place names, laws and traditions ✓ The Anglo Saxons had their own hierarchy with king at the top and slaves at the bottom. ✓ Athelstan became King of England and because of him England became a united Kingdom. ✓ In AD 793, Vikings raided the monastery at Lindisfarne, beginning a new period of Viking attacks on Britain. Primary accounts may show bias ✓ The Norman invasion of 1066 changed England's government, language, land ownership and society for centuries. ✓ The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves. ✓ The Vikings were seafaring warriors from Scandinavia, who launched their first major attack on English soil at Lindisfarne monastery in the eighth century AD. ✓ Vikings raided other countries to increase their fierce reputation, wealth and ability to grow crops. ✓ Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain. **Ancient civilisations** Ancient Sumer, Ancient Egypt and the Indus Valley ✓ A civilisation is a developed society with cities, leaders, laws, trade and culture. ✓ The first civilisations appeared over 6,000 years ago in the Fertile Crescent. The climate, water and fertile land of the Fertile Crescent allowed people to settle and begin farming. ✓ Ancient Sumer was the world's first civilisation and developed in the Fertile Crescent. ✓ Ancient Egypt developed along the River Nile, which helped people grow crops and build cities. ✓ Ancient Egyptian society had a hierarchy, with the Pharaoh at the top and farmers and workers making up most of the population. ✓ Tutankhamun was a famous pharaoh whose tomb was discovered by Howard Carter in 1922. ✓ The Indus Valley civilisation was known for its well-planned cities and successful farming. Historians know least about the Indus VAlley ✓ Ancient Sumer, Ancient Egypt and the Indus Valley civilisation all developed near rivers and shared ideas through trade, but each civilisation was organised in different ways. ✓ These civilisations coexisted as they had some overlap.

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Historical interpretation **Year 3** Make deductions and draw conclusions about the reliability of a historical source or artefact**.** Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Analyse a range of historical information to explain how a national or international event has impacted the locality. **Year 4** Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	**Historical interpretation** ✓ Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. ✓ Secondary sources are created by someone who has not participated in the event they describe. ✓ A secondary source interprets and analyses primary sources. ✓ Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic. ✓ Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs. ✓ Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage. ✓ The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort. ✓ The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs ✓ Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted ✓ In Egham, Anglo Saxon… ✓ In our local area the Romans… ✓
Historical Investigations **Year 3** Explain how artefacts provide evidence of everyday life in the past Compare and contrast two civilisations. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner Describe and explain the impact of a past society on a local settlement or community. **Year 4** Ask well-composed historical questions about aspects of everyday life in ancient periods. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them**.** Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	**Historical Investigations** ✓ Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant. ✓ Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.

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Presenting, Organising and Communicating **Year 3** Make choices about the best ways to present historical accounts and information. **Year 4:** Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Use key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing. Use more complex historical terms to explain and present historical information.	**Presenting, Organising and Communicating** Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.

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Skills within Upper KS2	Related knowledge
Chronological Understanding Year 5 Sequence and make connections between periods of world history on a timeline. **Year 6** Articulate and present a clear, chronological world history narrative within and across historical periods studied.	**Chronological Understanding** **Ancient Greece** ✓ There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC. **Shang** ✓ The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China. ✓ The Bronze Age in Britain and the Shang dynasty had both similarities and differences. The Shang Dynasty was more advanced in terms of government, writing, and technology. Bronze Age Britain was more rural and tribal, with no writing or central rule. Benin ✓ Humans have lived in Africa for millions of years and many great civilisations developed across Africa, including the Kingdom of Benin. ✓ The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. **Maafa** ✓ From the 1400s, European countries, including Portugal, Spain and Britain, became involved in the enslavement and trade of African people. ✓ Abolitionists and the resistance of enslaved people helped bring about the abolition of the slave trade in Britain in 1807 and the abolition of slavery in 1833. ✓ The effects of the Maafa continued after slavery ended through colonisation, racism and inequality, but black people have made important contributions to Britain throughout history. **World Wars** ✓ The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. ✓ The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day ✓ Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917). ✓ The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland. ✓ Germany surrendered in 1945. ✓ People in Britain celebrated VE day on 8th May 1945.

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	✓ On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation. ✓ The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.
Knowledge and understanding of events, people and changes in the past Explain how everyday life in an ancient civilisation changed or continued during different periods. Describe the significance, impact and legacy of power in ancient civilisations. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Study a feature of a past civilisation or society. Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice Describe and explain the significance of a leader or monarch. Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality Describe some of the significant achievements of mankind and explain why they are important. Describe the causes and consequences of a significant event in history.	**<u>Knowledge and understanding of events, people and changes in the past</u>** **Hierarchy** ✓ Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. ✓ In ancient Athenian hierarchy women took on the hierarchical status of the men in their families. ✓ Misuse of power and poor leadership has caused civilisations to decline. ✓ The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices. **Ancient Greece** ✓ During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth. ✓ The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games. ✓ Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote. ✓ Democracy is still evident in many countries around the world. **Shang** ✓ A dynasty is a system of rule where the throne passes from one member of a ruling family to another. ✓ People in the Shang Dynasty used animal bones called Oracle Bones to ask questions to their gods. ✓ They were good at making things from bronze, carving jade, and making silk clothes. ✓ There was a strict social hierarchy in the Shang Dynasty, with the king at the top and peasants and slaves at the bottom. ✓ The Bronze Age in Britain and the Shang dynasty had both similarities and differences. The Shang Dynasty was more advanced in terms of government, writing, and technology. Bronze Age Britain was more rural and tribal, with no writing or central rule. ✓ Most knowledge about the Shang comes from archaeological discoveries of oracle bones ✓ The Shang Dynasty gave China its first writing, amazing bronze work, strong religious beliefs, and early cities and rulers. Their ideas and inventions helped shape Chinese history for thousands of years. **Benin** ✓ Humans have lived in Africa for millions of years and many great civilisations developed across Africa, including the Kingdom of Benin. ✓ The Kingdom of Benin became known for its wealth, culture and craftsmanship.

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	✓ The Benin Bronzes were impressive bronze plaques and artworks created for the oba (king) of Benin. ✓ The Kingdom of Benin was a successful non-European society that developed differently from Britain and helps us understand that African history is much more than slavery. **World Wars** ✓ WW1 and WW2 in Englefield Green impacted the community (Egg story and memorials) ✓ Sources of information include primary sources, such as buildings, and secondary sources, such as commemorative plaques Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars. ✓ During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life. ✓ Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign. ✓ Brtain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies. **Maafa** ✓ Maafa is a Swahili word meaning "great catastrophe". It describes the African Holocaust and the history and effects of the transatlantic slave trade. ✓ The triangular slave trade connected Europe, Africa and the Americas and was designed to make money from the labour of enslaved people. ✓ Millions of African people were forcibly taken from their homes, transported across the Atlantic Ocean in terrible conditions and sold into slavery. ✓ Enslaved people resisted slavery in many ways, including preserving their culture, escaping, rebelling and fighting for freedom. ✓ The effects of the Maafa continued after slavery ended through colonisation, racism and inequality, but black people have made important contributions to Britain throughout history.
<u>Historical interpretation</u> **Year 5** Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Find evidence from different sources, identify bias and form balanced arguments. **Year 6**	**<u>Historical interpretation</u>** ✓ Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer ✓ Bias is the act of supporting or opposing a person or thing in an unfair way. ✓ A balanced argument is a response to a question or statement where you consider multiple viewpoints. ✓ Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions. ✓ Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations.

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Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.	✓ Historical sources can contain bias due to their historical context or the creator's background. ✓ A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.
Historical Investigations **Year 5** Use a range of historical sources or artefacts to build a picture of a historical event or person. Compare and contrast an aspect of history across two or more periods studied. Frame historically valid questions about continuity and change and construct informed responses. **Year 6** Present an in-depth study of a local town or city, suggesting how to source the required information. Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.	**Historical Investigations** Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. e.g The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed. Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources
Presenting, Organising and Communicating **Year 5** Articulate and organise important information and detailed historical accounts using topic related vocabulary. **Year 6** Understand abstract historical terms include colonisation, empire, enslavement, rebellion and resistance. Use abstract terms to express historical ideas and information Present a detailed historical accounts about a significant global event	