

Subject Progression for History

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	<p>Ancient Egyptians (Achievements of the Early Civilisations)</p> <p><i>KEY QUESTION: Those Awesome Ancient Egyptians - how were they different from us yet what did they teach us?!</i></p> <p><i>KEY VOCABULARY: BC(BCE)/AD; Timeline; Archaeology; Pharaoh; Tutankhamun; Papyrus; Canopic jar; Tomb; Afterlife; Hieroglyphics; Mummification; Egyptologist; River Nile; Ancient Egypt; Pyramid; Gods and Goddesses</i></p>	<p>To find out more about this ancient civilisation beyond the popular concepts.</p> <p>To explore how to use archaeological evidence to create a real picture of a civilisation and compare it to other contemporaneous civilisations, considering what it would have been like to have lived then.</p>	<p><u>Chronological Understanding</u> Sequence events and consider placement on a timeline (link to BCE).</p> <p>Sequence events or artefacts (linked to Ancient Egyptians) Use dates / language linked to passing of time.</p> <p><u>Range and Depth of Historical understanding</u> Find out about everyday lives of Ancient people.</p> <p>Make comparisons to our current life.</p> <p>Understand why actions were taken e.g. power.</p> <p>Explore a variety and range of evidence.</p> <p><u>Interpretations of History</u> Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period through OSVs, artefacts, experts visiting.</p> <p>Explore the skill of evaluating usefulness of sources.</p> <p><u>Historical Enquiry</u> Use a range of sources to find out about a period eg, tomb paintings, artefacts, monuments, hieroglyphs. Observe details in sources. Begin to research and use this to ask and answer questions about how they lived and what they believed.</p> <p><u>Organisation and Communication</u> Communicate knowledge and understanding in a variety of ways.- drama, debate, writing in role, informative writing, art.</p>

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	Stone Age – Iron Age (Changes in Britain) <i>KEY QUESTION: What was life like in Prehistoric Britain? Were the people really just fur-wearing thugs who said ‘ugh!’ a lot?</i> <i>KEY VOCABULARY: Prehistory Archaeology Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Stonehenge Skara Brae Starr Carr Celt Bronze Age Agriculture Iron Age Cave art Civilisations</i>	<p>To put the timeline of human development into chronological order</p> <p>To understand how this period fits into the wider context of British history</p> <p>To find out how hunter gatherers lived and survived</p> <p>To explore non-written sources of evidence about the Stone Age and make deductions from primary sources eg. Archaeology, artefacts , monuments and cave art</p> <p>To find out how people lived in the Neolithic period</p> <p>To investigate Stonehenge</p> <p>To understand the differences between life in the Stone and Bronze Ages</p> <p>To explore aspects of Celtic life in the Iron Age</p>	<p><u>Chronological Understanding</u> Sequence events and consider placement on a timeline (link to BCE). Sequence events or artefacts (linked to Ancient Egyptians and Stone Age/ Bronze Age / Iron Age peoples) Use dates / language linked to passing of time.</p> <p><u>Range and Depth of Historical Understanding</u> Find out about everyday lives of Ancient and Neolithic people Make comparisons to our current life and empathise Understand why actions were taken e.g. power safety food</p> <p><u>Interpretations of History</u> Explore a variety and range of evidence eg artefacts, ancient monuments, archaeology Distinguish between different sources and evaluate their usefulness. Look at representations of the period eg Butser Ancient farm, artefacts, experts visiting. Explore the skill of evaluating usefulness of sources.</p> <p><u>Historical Enquiry</u> Use a range of sources to find out about a period but be aware of inherent bias eg the view of a Roman soldier as opposed to a Celtic warrior Observe details in sources.</p> <p><u>Organisation and communication</u> Begin to research and use this to ask and answer questions, draw pictures, write diaries, recounts, information texts and poetry, enact themed days,</p>

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			Communicate knowledge and understanding in a variety of ways.eg drama, art, informative writing
4	<p>Romans (Impact on Britain)</p> <p><i>KEY QUESTION:</i> <i>Do you have what it takes to become a Roman citizen?</i></p> <p><i>KEY VOCABULARY:</i> <i>BC/AD</i> <i>Empire</i> <i>Emperor</i> <i>Rome/Romanisation</i> <i>Celt</i> <i>Boudicca</i> <i>Rebellion</i> <i>Legion/Legionary</i> <i>Settlement</i> <i>Villa</i></p>	<p>To continue to develop a chronologically secure knowledge and understanding of the changes in Britain from the late Celtic period /Iron Age, focusing on the impact made by the Roman Empire and its legacy.</p> <p>To understand how Britain became part of the Roman Empire</p> <p>To use primary and secondary sources to investigate Boudicca and her rebellion against the Roman Empire</p> <p>To investigate some of the changes the Romans made to British life</p> <p>To understand how archaeological investigations help us to deduce what life was like in Roman Britain</p> <p>To consider the legacy the Romans left in Britain</p>	<p><u>Chronological Understanding:</u> Place events from periods studied on timeline; use terms related to the period and begin to date events; understand more complex terms eg BC/AD.</p> <p><u>Range and Depth of Historical Knowledge:</u> Use evidence to reconstruct life in time studied; identify key features and events in time studied; look for links and effects in time studied; offer a reasonable explanation for some events.</p> <p><u>Interpretations of History:</u> Enquire and explore how we know what we know about the Roman and Ancient Greek Empires; collect information from primary sources (historical sites and artefacts) and books; ask questions and begin to evaluate the usefulness of different sources.</p> <p><u>Historical Enquiry:</u> Sort information to help them understand the consequences of the impact of the Romans in Britain Or the Ancient Greeks and compare to prior learning; use evidence to build up a picture of a past event; choose relevant material to present an aspect of life in the time studied; ask a variety of questions; use the library and internet for research.</p> <p><u>Organisation and Communication:</u> Recall, select and organise historical information; draw contingent conclusions about a range of aspects of Romanisation and Ancient Greek civilisation; make a judgement about the most important/enduring ways the Roman Conquest of Britain changed society and the Ancient Greeks changed the then known world ; communicate their knowledge and understanding.</p>

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	<p>Ancient Greece (Achievements and Influence on Us Today)</p> <p><i>KEY QUESTION:</i> <i>The Ancient Greeks- how can they be mythological and Modern at the same time?</i></p> <p><i>KEY VOCABULARY:</i> <i>Ancient Greece</i> <i>Democracy</i> <i>Citizen</i> <i>Olympics</i> <i>Myth/Mythology</i> <i>Gods/Goddesses</i> <i>Marathon</i> <i>Sparta/Spartan</i> <i>Troy/Trojan</i> <i>Athens</i> <i>Zeus</i> <i>The Iliad</i></p>	<p>To understand who the Ancient Greek people were, when they lived and where and how they were able to establish their empire</p> <p>To learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today.</p> <p>To collect information, using original sources and artefacts, and use it to compare and contrast the modern day Olympics with the Ancient Greek events and use their mathematical skills to present their findings in the form of a Venn diagram.</p> <p>To learn about and order events from the Battle of Marathon and write in role to present the events from a specific viewpoint.</p> <p>To learn about Ancient Greek religion, research information about a variety of Greek gods and write their own Greek myth.</p>	<p><u>Chronological Understanding:</u> Place events from the period studied on a time line (understanding that the Ancient Greeks preceded and overlapped the Romans) including geographical boundaries of the Ancient Greek empire; use terms related to the period and begin to date events eg. battles, first Olympics; understand more complex terms eg. BC/AD</p> <p><u>Range and Depth of Historical knowledge and Understanding:</u> Use evidence eg. pottery and artefacts, to reconstruct Ancient Greek life; identify key features and events eg. introduction of democracy, importance of the Olympics; look for links and effects eg. comparison to modern Olympics; offer a reasonable explanation for some effects eg how Athenian democracy worked and transferred to our current political system.</p> <p><u>Interpretations of history:</u> Look at evidence available; begin to evaluate usefulness of different sources; use text books and historical knowledge eg use Ancient Greek writing and art to explore their religion</p> <p><u>Historical Enquiry:</u> Use evidence to build up a picture of a past event eg. the Battle of Marathon; choose relevant material to present a picture of one aspect of life in times past eg. own account of a participant in the battle; ask a variety of questions Athenian vs Spartan; use books library internet for research</p> <p><u>Organisation and Communication:</u> Recall, select and organise historical information and communicate knowledge and understanding eg. Factfile/art/diary entry</p>

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		To use historical evidence to find out about the Trojan War and use the information to write and re-enact scenes from it.	
5	Mayans (Non-European Society) <i>KEY QUESTION:</i> <i>How did Mayan life compare with today?</i> <i>KEY VOCABULARY:</i> <i>Maya/Mayan</i> <i>City states</i> <i>Temple</i> <i>Cacao</i> <i>Hieroglyphs</i> <i>Calendar</i> <i>Sacrificial rites</i>	<p>To explore where and when the Mayan civilisation existed, how long it lasted and how their civilisation compared to others, including a comparison of the organisation of their society to modern Britain</p> <p>To find out about Mayan beliefs religious rituals and practices and to explore the everyday lives of ordinary Mayans, Mayan writing and calendars</p> <p>To explore the possible reasons for the sudden decline of the Mayan civilisation.</p>	<p><u>Chronological Understanding:</u> Know and sequence key events of time studied; use relevant terms and period labels; make comparisons between different times in the past.</p> <p><u>Range and Depth of Historical Knowledge:</u> Study different aspects of different people eg. Ordinary v important; examine causes and results of events and the impact on society; make comparisons between different times; compare an aspect of life with another society in another time.</p> <p><u>Interpretations of History:</u> Compare interpretations /accounts of life/events from different sources and understand the difference between fact or fiction; offer some reasons for different versions of events and draw conclusions as to why things might have happened the way they did.</p> <p><u>Historical Enquiry:</u> begin to identify primary and secondary sources; use evidence to build up a picture of a past event; make relevant selections of information; use the library and internet to search for information with increasing confidence.</p> <p><u>Organisation and Communication:</u> Recall select and organise historical information; communicate their knowledge and understanding.</p>
	World War II (British History beyond 1066) <i>KEY QUESTION:</i>	To understand background and arguments for and against going to war, setting the historical context.	<p><u>Chronological Understanding</u> Know and sequence key events eg start/end of WW2, Battle of Britain, VE Day, using relevant terms and period labels eg. Appeasement, Home Front; make comparisons between different times in the past (ref.WW1 and reasons for Appeasement</p>

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	<p><i>If World War 1 was so horrific, why did Britain go to war with Germany again just 20 years later? How did our country cope with this Second world War?</i></p> <p>KEY VOCABULARY: <i>World War II</i> <i>Appeasement</i> <i>Churchill</i> <i>Evacuation</i> <i>Home Front</i> <i>Blitz</i> <i>Rationing</i> <i>Propaganda</i> <i>Hitler</i> <i>Nazi Germany</i></p>	<p>To consider why it was necessary for children to be evacuated and what the experience of evacuation was really like.</p> <p>To understand how Britain was able to withstand the German threat, considering briefly the events of Dunkirk and the Battle of Britain and studying the Home front in greater detail.</p> <p>To examine how Britain coped on the Home Front , understanding that History is a matter of interpretation that requires making choices</p> <p>To examine how we can be really sure what life was like on the Home Front by understanding how and why propaganda and censorship was used during the war- even by us!</p> <p>To find out what VE Day was really like by investigating a series of written and visual resources, using them to make judgements about what was typical and showing awareness that experiences were not all the same.</p>	<p><u>Range and Depth of Historical Knowledge</u> Study different aspects of different people eg. different evacuation experiences, different VE Day celebrations and personal meanings; examine causes and events of outbreak and Declaration of War and subsequent impact on British people</p> <p><u>Interpretations of History</u> Compare accounts of events from different sources, fact or fiction eg. gov. propaganda re evacuation, and offer some reasons for differing versions of events eg. morale boosting</p> <p><u>Historical Enquiry</u> Begin to identify primary and secondary sources eg. contemporary diary entries/photos vs text book accounts/Wikipedia; use evidence to build up a picture of a past event eg. newspaper recounts, museum artefacts, and select relevant sections of information eg. class museum, research Home Front, PBL. Understanding that history is a matter of interpretation passed down ,resultant from choices made, either deliberately or by chance</p> <p><u>Organisation and Communication</u> Recall , select and organise historical information to communicate knowledge and understanding eg. ‘parliamentary debate’, artwork eg. posters, recreation of VE Day street party, diary entry, PBL</p>

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6	Victorian Havant (Local History) <i>KEY QUESTION:</i> <i>Why did Havant develop where it has, and how?</i> <i>How has Havant changed over the past 150 years?</i> <i>KEY VOCABULARY:</i> <i>Sources</i> <i>Authenticity</i> <i>Settlement</i> <i>Local geography</i> <i>Coastal location</i> <i>Springs</i> <i>Heritage</i> <i>Local industry</i> <i>Land use</i> <i>Population</i>	<p>To explore local history, with a focus on Victorian society, through a study of Havant, taking into account local geography (looking at population, industry, land use, houses, travel etc.)</p> <p>To explore:</p> <ul style="list-style-type: none"> • What was important about the location of Havant and how did this affect industry? • What industries have influenced Havant's growth? • How did these major industries lead to the continued growth of Havant? • Why did Havant change? • What parts of Havant were here 100 years ago? • Which parts of Havant are newer? 	<p><u>Chronology:</u> Use relevant terminology; make links to a range of prior learning considering placement on a time line; compare the impact of a range of local, British and world history.</p> <p><u>Interpretations of History:</u> Consider how evidence can be gathered and the authenticity considered; link sources and work out how conclusions can be achieved.</p> <p><u>Historical Enquiry:</u> Consider source reliability, considering why different sources can give different or conflicting information and offering reasons for this.</p> <p><u>Organisation and Communication:</u> Consider how evidence can be gathered and the authenticity considered; link sources and work out how conclusions can be achieved.</p>
	Anglo-Saxons and Vikings (Impact on Britain) <i>KEY QUESTION:</i> <i>Vicious Vikings Vs Awesome AngloSaxons- why did their conflict change Britain and how</i>	<p>To explore what Britain was like post Roman occupation before the first Viking Invasions.</p> <p>To find out the facts about the Viking invasions and the Anglo Saxon response and consider the motivations of the two peoples.</p>	<p><u>Chronological understanding</u> Place current study on time line in relation to other studies.eg Celts/Romans; use relevant dates and terms eg. Dark ages , Danelaw, Seven Kingdoms; sequence up to 10 events on a time line eg. Viking Settlement of Britain</p> <p><u>Range and Depth of Historical Knowledge</u> Find out about beliefs, behaviours and characteristics of people eg Vikings from artefacts found in York, Anglo Saxon life from historical accounts; write another</p>

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	<p><i>did they help change Britain into the country we know today?</i></p> <p>KEY VOCABULARY:</p> <p><i>Angles</i> <i>Saxons</i> <i>Anglo Saxon</i> <i>Dark Ages</i> <i>Viking</i> <i>Invasion</i> <i>Runes</i> <i>Lindisfarne</i> <i>Sutton Hoo</i> <i>Alfred the Great</i> <i>Edgar</i> <i>Cnut</i> <i>Danelaw</i> <i>Raid</i> <i>Trade</i> <i>Unification</i> <i>Norman conquest</i> <i>Seven Kingdoms</i></p>	<p>How did the Viking settlement of Britain affect the existing population. What changes did they bring with them but how were their lives similar?</p> <p>To explore why and how England finally become a unified Explore power struggle over hundreds of years in post-Roman Britain between Britons and Angles and Saxons, and then Vikings and Anglo Saxons to see how our divided country finally became one under a Danish king</p> <p>To find out about the personalities and the politics that led to the ending of the Anglo Saxon /Viking era by the Norman conquest.</p>	<p>explanation of a past event in terms of cause and effect using evidence to support and illustrate eg. persuasive letter to the Witan from points of view of 3 different claimants to the English throne; know key dates, characters and events (not so easy because of relative lack of knowledge of the period compared to ,say, the Romans.</p> <p><u>Interpretations of History</u> Link sources and work out how conclusions were arrived at eg. study artefacts, Beowulf; be aware that different evidence will lead to different conclusions (difficult here when there is a paucity of written sources); confidently use library and internet for research eg. Was King Alfred Great study; How/why did Britain finally unify under a Danish king; PBL</p> <p><u>Historical Enquiry</u> Recognise primary and secondary sources eg. artefacts, Beowulf, historical recounts; use a range of sources to find out about an aspect of time past eg. runic alphabet, place names, books, internet, artefacts.</p> <p><u>Organisation and Communication</u> Select and organise information to produce structured work making appropriate use of data and terms eg. Horrible histories cartoon strip, class book on King Alfred, class debate , persuasive letter to the Witan, PBL on changes in Britain from Roman times to Norman conquest.</p>