

History Knowledge and Skills Progression

Year Group	Autumn Term	Spring Term	Summer Term
3	<u>Tribal Times – Stone Age to Iron Age</u> A study of the changes in Britain from the Stone Age to the Iron Age. Identify, describe, explain and compare and contrast how Britain changed between the beginning of the Stone Age and the Iron Age. Identify, describe and explain artefacts and the findings of archaeologists. Describe the process of smelting. Identify and describe the likely use of a range of Bronze Age artefacts.	<u>Tomb Raiders – Ancient Egyptians</u> A study of the achievements of the earliest civilizations focussing on Ancient Egypt. Recognise what the pyramids looked like and identify reasons why and how they were built. Recognise and identify some of the most famous Egyptian pharaohs. Summarise the story of Howard Carter's discovery of Tutankhamun's tomb and investigate some of the contents of the tomb. Demonstrate an understanding of why the Ancient Egyptians mummified people and understand the different stages of the mummification process.	<u>Eureka! – Ancient Greece</u> A study of Ancient Greece focussing on Greek life, their achievements and their influence on the Western world. Recognise and analyse the historical impact of Alexander the Great. Explain the importance of the Olympic games in Ancient Greek culture. Identify key Ancient Greek gods and goddesses from historical sources. Observe and explore the influence of Ancient Greece on various aspects of modern life. Recognise the significance of different legacies on life today.
4	<u>Legacy - Romans</u> A study of the Roman Empire and its impact on Britain. Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43. Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision. Understand through explanation the difference between historical evidence and legends and folklore. Identify and describe the key features of the layout of typical Roman towns.	<u>Land Locked – Anglo-Saxons</u> A study of Britain's settlement by Anglo-Saxons and Scots. Interpret both primary and secondary sources of evidence to describe and explain what contributed to the Romans abandoning Britain. Describe and explain why Anglo-Saxon settlers created village communities. Recognise and describe some of the changes that occurred as a result of the country's conversion to Christianity and evaluate the impact. Identify and describe the artefacts that were discovered at Sutton Hoo, explain why they are so important reach a judgment as to how the burial would have been carried out.	<u>Traiders and Raiders - Vikings</u> A study of the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the confessor. Describe and give reasons for the Viking invasions, identify and explain the importance of the long ships, explore the ideas of historical myths. Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed.
5	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focusing on the Battle of Bosworth. Recognise that the War of the Roses was fought between two families. Explain and describe why Richard III was a significant historical figure. Summarise the story of the 'Princes in the Tower'. Use a range of sources to make reasoned judgements about a historical event. Demonstrate an understanding of what impact the Battle of Bosworth had on Britain.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focusing on the Tudors with an understanding of Crime and punishment in Britain and explore how it has changed over the years. Understand and explain the significance of Henry VIII. Compare and contrast the similarities and differences of Tudor school life with that of modern Britain. Demonstrate an understanding of Tudor fashion and identify the differences between rich and poor. Demonstrate an understanding of religion in Tudor times and how this has impacted Britain today.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focusing on the Victorian era and the British empire. Demonstrate an understanding of how the Victorian era, events and inventions changed Britain. Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony. Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choices. Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared.
6	<u>Is it right to fight? – World War</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Focussing on The Battle of Britain as a significant turning point in British history. Understand the causes of WW1 and WW2. Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was. Explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940. Identify, describe, explain, evaluate and make judgements about the factors that contributed to Britain winning the Battle of Britain in 1940.	<u>Hola Mexico! – The Maya</u> A non-European Society that provides contrasts with British history focussing on the Mayan civilization c. AD 900. Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning. Understand through explanation the purpose of the ancient city of Chichen Itza. Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts justifying their conclusions. Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause or causes of the gradual abandonment of the Maya jungle cities and justify their conclusions.	<u>Darwin's Delight – Significant individuals</u> A study of significant historical individuals using a range of sources including a focus on: Charles Darwin Mary Anning