



History – progression in knowledge and skills

National curriculum statutory coverage for Key Stage 2

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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.

Progression of historical knowledge and skills

| | Historical enquiry | Historical understanding | Chronological understanding | Vocabulary |
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| Year 3 | <ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past. • I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. • I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. | <ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory. • I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded. • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen's tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I explain the process of mummification. | <ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years. • I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilisation was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. | <ul style="list-style-type: none"> • Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic • Invade • Settle • Roman Empire • Emperor • Revolt • Civilisation • Ancient • Modern • Ancient Egypt • Before Common Era • Common Era |

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| <p>Year 4</p> | <ul style="list-style-type: none"> • I can make predictions about objects that might have been invented before, during and after early civilisations. • I can use different sources of information to confirm if my predictions were correct or not. • I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions. • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability. | <ul style="list-style-type: none"> • I know where in the world the earliest civilisations took place. • I can describe and compare some of the first writing systems. • I can explain how some writing systems developed through time. • I can translate sentences from the Phoenician alphabet. • I can explain where and when money was first used. • I can explain some early number systems and why they were developed. • I can describe some of the technological advances of early civilisations. • I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain. • I can explain how the Mayan ruins were discovered. • I know that the Mayans were organised into city states that were controlled by absolute monarchs. | <ul style="list-style-type: none"> • I can explain the difference between AD years and BC years. • I can place the earliest civilisations on a timeline. • I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. • I know when the Mayan civilisation was. • I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. | <ul style="list-style-type: none"> • Ancient Sumer • Indus Valley • Minoan • Ancient Greece • Ancient Egypt • Shang Dynasty • Phoenician • Ancient Rome • Sutton Hoo • Anglo-Saxons • Picts • Scots • Conquer • Pagan • Aztec • Conquistador • Colony • Maya • Constitutional monarchy • Democracy • City state • Absolute monarchy |
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| | <ul style="list-style-type: none"> • I can generate multiple questions to explore, choosing the ones I most want to investigate. • I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. • I understand the importance of preserving historical documents and artefacts. • I know that knowledge about the past is constantly improving as historians make more discoveries. • I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. | <ul style="list-style-type: none"> • I can explain the roles and status of different types of people in Mayan society. • I can describe Mayan religious beliefs, including the need for blood sacrifices. • I can describe the Mayan number and writing systems, and the Mayan calendar. | | |
| Year 5 | <ul style="list-style-type: none"> • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. • I know that some historical sources are written thousands of | <ul style="list-style-type: none"> • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. • I know who King Alfred was and why he was dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for | <ul style="list-style-type: none"> • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. • I can identify the Shang Dynasty on a timeline of ancient China. • I know that the Shang Dynasty was in power during the Bronze Age of Britain. • I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline. | <ul style="list-style-type: none"> • Vikings • Peace treaty • Danelaw • Dynasty • Shang Dynasty • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source |

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| | <p>years after the event and are thus unreliable.</p> <ul style="list-style-type: none"> • I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. • I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. • I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability. • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. | <p>power and how this changed England.</p> <ul style="list-style-type: none"> • I can explain how England became a unified country. • I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. • I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. • I can explain what oracle bones were used for and why they are a useful historical source. • I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. • I can describe the writing system of the Shang Dynasty and identify some of the pictographs. • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. | | <ul style="list-style-type: none"> • Secondary source • Olympia • Olympians |
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| | | <ul style="list-style-type: none"> • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. | | |
| Year 6 | <ul style="list-style-type: none"> • I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. • I can suggest which decade a photo was taken in using historical clues. • I know the difference between a primary and a secondary source. • I can suggest which sources I would need to consult to research different eras in British history. • I can identify whether a source is a primary or secondary source. • I can use primary and secondary sources to research different decades. | <ul style="list-style-type: none"> • I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past. • I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. • I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. • I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s. | <ul style="list-style-type: none"> • I can summarise what I know about different British time periods. • I can explain how the theme of crime and punishment evolved in Britain chronologically. • I can describe changes in Britain since 1948 chronologically. | <ul style="list-style-type: none"> • Transportation • Pillory • Poacher • Highwayman • Tudor • Early modern period • Primary source • Secondary source |

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| | | <ul style="list-style-type: none">• I can suggest which changes have had the biggest impact in Britain since 1948.• I can summarise the changes in Britain since 1948. | | |
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