

Abbotswood Historical Skills Learning Strand Progression Sequence



Learning Strand	Year 3	Year 4	Year 5	Year 6
	Stone Age to Iron Age The Roman Empire	The Vikings and Anglo-Saxons The Titanic	Ancient Egypt Ancient Islamic Civilizations	Ancient Greeks D-Day (WWII)
Chronology and Sequencing <i>(including Continuity and Change)</i>	Accurately use the historical vocabulary: decade and century. Understand that the past can be divided into different periods of time. Place events, artefacts and historical figures in order. Recognise some similarities and differences between periods of time. Use dates and historical terms to describe events.	Describe events and periods using the historical vocabulary: BCE (Before Common/Current Era) and CE (Common/Current Era). - Still some references to AD. Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and historical terms to describe events.	Place events, artefacts and historical figures on a timeline using dates, in relation to other periods of time studied. Describe the main changes in a period of history. Understand the concepts of continuity and change over time. Use dates and terms accurately in describing events.	Describe the main changes in a period of history (using terms: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Show an awareness of events happening in similar times but in different places. Use dates and terms accurately in describing events.
Understanding of events, people and changes in the past <i>(including Similarity and Difference, Cause and Consequence)</i>	Make comparisons between life during historical periods. (e.g. Stone Age to Iron Age, Celts versus Romans). Identify and explain why Britain would be a good place to settle. Begin to recognise that there are reasons why people in the past acted as they did.	Identify similarities and differences between life during the same time period. (e.g. Vikings versus Anglo-Saxons). Explain how different factors can cause differences in people's life experiences (e.g. poor vs wealthy). Identify and explain why Britain would be considered an important place to conquer. Compare an aspect of life with the same aspect of a different group of people e.g. food for rich and poor, jobs for men and women. Begin to give a few reasons for, and results of, the main events and changes.	Identify similarities and differences with life today and life during any of the historical studies. Consider the impact of early civilizations on life today. Find out about the beliefs, behaviour and characteristics of people. Give reasons for, and results of, the main events and changes.	Recognise factors and causes for similarities and differences between people during the same time period (e.g. Athens and Sparta). Recognise the legacy of an ancient civilization on the modern day (e.g. democracy). Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Examine causes and results of great events and the impact on people.
Historical Enquiry/ Interpretation <i>(including sources of evidence)</i>	Recognise the role of archaeologists in helping us understand the past. Use evidence to ask and answer questions about the past on the basis of simple observations. Use more than one source of evidence in order to gain a more accurate understanding. Show some understanding that aspects of the past have been interpreted in different ways	Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use evidence to ask and answer questions about the past that go beyond simple observation e.g. make deductions. Suggest suitable sources of evidence for historical enquiries. Begin to evaluate the usefulness of different sources. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Use a range of sources to retell an event in history. Use sources of evidence to deduce and infer information about the past Select suitable sources of evidence, giving reasons for their choices Begin to select and combine information from a range of evidence to find out about an aspect or event. Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Understand that no single source of evidence gives the full answer to questions about the past.	Recognise the importance of different perspectives of a historical event. Explain why there may be different interpretations of a historical event. Begin to evaluate sources of information and identify those that are useful for particular tasks. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

National Curriculum

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

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
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- 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.