

HISTORY PROGRESSION MAP - KS2

		Y3	Y4	Y5	Y6
	STATUTORY COVERAGE – in depth	<p>1. The Roman Empire and its impact on Britain <i>Examples (non-statutory) This could include:</i></p> <ul style="list-style-type: none"> ♣ 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 <p>2. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>1. Britain’s settlement by Anglo-Saxons and Scots <i>Examples (non-statutory) This could include:</i></p> <ul style="list-style-type: none"> ♣ 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 <p>2. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Examples (non-statutory) This could include:</i></p> <ul style="list-style-type: none"> ♣ 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 	<p>1. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> ♣ 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 <i>Battle of Britain</i> 	<p>1. Changes in Britain from the Stone Age to the Iron Age <i>Examples (non-statutory) This could include:</i></p> <ul style="list-style-type: none"> ♣ 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 <p>2. 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; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China</p>

	<p>STATUTORY COVERAGE – Overview</p>	<p>A local history study</p> <p><i>Local history studied as part of Westwood Country Park Topic – Spring – Geography.</i> Westwood Rows, Westwood Riots, impact of mining, landscape/land use, reclamation & development. Using & extending knowledge from Victorians Y2.</p>		<p>Achievements of Ancient Greeks – further developed in Y5 – Earth & Space – Ancient astronomers. Summer Term</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p><i>Ghosts of the Abys (Titanic) – Summer. History of its creation, key people and their roles, events of its life and sinking. Impact of the tragedy on the industry and the world. Links to English and D&T.</i></p> <p>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; <u>Mayan civilization c. AD 900</u>; Benin (West Africa) c. AD 900-1300. (Rainforests – Spring)</p>
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TOPIC PLANNING					
		Y3	Y4	Y5	Y6
	TOPIC	Romans	The Raven Code	WW2	The Stone Age
	END POINTS	<p>By the end of this topic I will have learnt;</p> <ul style="list-style-type: none"> ✓ Where the Romans and Ancient Greeks came from. ✓ How long the Romans ruled and Ancient Greek civilisation lasted for. ✓ What countries the Romans invaded. ✓ The achievements of the Ancient Greeks and their legacy on our everyday lives. ✓ Some causes and consequences of invasion. ✓ What century/decade means. ✓ How to use evidence to make sense of the past. 	<p>By the end of this topic I will have learnt;</p> <ul style="list-style-type: none"> ✓ Why the Sutton Hoo burial is a key moment in time between Anglo Saxon and Viking England. ✓ When, where, how and why the Vikings invaded. ✓ Mapping skills – Different countries are located (Scandinavia and Europe) ✓ Famous Vikings – Who were they and what were they famous for? ✓ King Athelston. ✓ Why the Battle of Brunanburgh was important in British history. ✓ Viking and Anglo Saxon Gods comparison. ✓ How Anglo-Saxon and Viking life influenced change in Britain today. 	<p>By the end of this topic I will have learnt;</p> <ul style="list-style-type: none"> ✓ When the war began and ended ✓ How the war began ✓ The important people during the war ✓ Lives of the children during the war ✓ Food shortages during the war 	<p>By the end of this topic, I will have learnt:</p> <ul style="list-style-type: none"> ✓ The Stone Age covered the Palaeolithic, Mesolithic and Neolithic periods, from 2.5 million years ago to 2300BCE. ✓ The Bronze Age covered the period 2300BCE - 700BCE ✓ The Iron Age covered the period 700BCE to 43 AD ✓ How to interpret artefacts and evidence to infer the past ✓ How early forms of human life survived and adapted over time. ✓ What we can learn from famous sites such as Stonehenge and Skara Brae
	VISIT	Roman Chester	Murton Park	Imperial War Museum/Lowry Museum	Creswell Crags
	INSPIRATIONAL PERSON	Septimius Severus Emperor Claudius/Julius Caesar	King Athlestan/ <i>Battle of Brunanburgh</i>	Winston Churchill	Howard Carter (Ancient Egyptians)
	KEY VOCABULARY	Archaeologists, Decade/Century, Amphitheatre, Territories, BC/AD, Aqueduct, Polis, Empire, Evidence, Civilisation, Honorius letter	Norse, Runes, Christianity, Sutton Hoo, Scandinavia, Danelaw, Bluetooth, Valhalla, King Alfred, Keel, Figurehead, Lindisfarne	Propaganda, Rationing, Evacuation, Blitz, Axis, Conflict, Holocaust, Surrender, Allies	Palaeolithic, Palaeontologist, Mesolithic, Neolithic, Hunter-Gatherer, Homo-Sapiens, Neanderthal, Cave Art, Flint
	KEY FACTS	<ul style="list-style-type: none"> • The main Greek civilisation began in 800BC. It ended in 146BC when it was invaded by The Roman Empire. • The Ancient Greeks lived in cities known as 'polis' (city – states). • In August 55 BC (55 years before the common era) the Roman General, Emperor Julius Caesar, first invaded Britain. • In 753BC Romulus became the first ruler of Rome. • By 43AD, Rome had a new emperor called Claudius. Claudius decided 	<ul style="list-style-type: none"> • In 793, Vikings first attacked Lindisfarne and its monastery. • Leif Erikson (c.970-1020) was a famous Viking explorer who sailed all the way to North America. • The boundary between Anglo-Saxon and Viking territories was called the Danelaw. • The word 'Viking' means 'a pirate raid' in the Norse language. • The Viking alphabet, 'Futhark', was made up of 24 characters called runes. 	<ul style="list-style-type: none"> • World War II lasted from 1939 to 1945 • World War II ended in Europe on 8 May 1945 – this is also known as VE Day • The Luftwaffe used both bombers and fighters. They used the bombers to attack towns and cities, and the fighters to stop the RAF fighters from destroying German bombers 	<ul style="list-style-type: none"> • The Stone Age started 2.5 million years ago. • The Stone Age ended completely in 2500 BC. • Neanderthals made warm clothes from skin and furs. • Homo erectus (upright man) were the first humans to learn how to make fire. • Homo habilis (skilled man) were the first humans to make stone tools.

		<p>to prove he was a strong leader by being the first emperor to conquer Britain. The Roman army was very good at fighting. They were well trained and had the best weapons available.</p> <ul style="list-style-type: none"> • The Romans remained in Britain from 43 AD until 410 AD when The Empire became too large to rule. • Ancient Greece has a lasting legacy that effects our way of life today. • The Romans copied much of the Ancient Greek culture. • Romans conquered areas in Europe, Africa and Asia. 	<ul style="list-style-type: none"> • The Vikings believed that if a warrior died while fighting in battle, he would go to Valhalla. • Eric Bloodaxe (died in 954) was king of the Viking kingdom of Jorvik between 947-948 and 952-954. He was the last king of Jorvik before it became part of England. • In 866, the Vikings raided and conquered York, and established the Viking Kingdom of Jorvik. • In 937, Althestan, King of England won the Battle of Brunanburgh, uniting the Anglo-Saxon kingdoms of England, creating a unified England, a nation that remains to this day. 	<ul style="list-style-type: none"> • The main Allied countries were Great Britain, the United States, France and the Soviet Union. • World War II began when German troops invaded Poland on 1 September 1939 • The main aeroplanes flown by the RAF were fighters called the Spitfire and the Hurricane. They tried to destroy German bombers before they could attack British towns and cities. • The Dunkirk evacuation, code-named Operation Dynamo, was the evacuation of <u>Allied</u> soldiers from the beaches and harbour of Dunkirk, France, between 27 May and 4 June 1940. • The Battle of Britain was the first ever battle to be fought only in the air. It was made up of lots of air battles that lasted from 10 July-31 October 1940. • The main Axis countries were Germany, Italy and Japan 	<ul style="list-style-type: none"> • Homo sapiens • (wise man) created art and started to grow crops and raise cattle. • Homo habilis (skilled man) were the first humans to make stone tools. • Homo sapiens • (wise man) created art and started to grow crops and raise cattle. • The stone flint was most commonly used to make stone tools • The Stone Age is divided into 3 periods: Palaeolithic (or Old Stone Age), Mesolithic (or Middle Stone Age), and Neolithic (or New Stone Age), this era is marked by the use of tools by our early human ancestors. • Stonehenge is a famous prehistoric monument
TEXT & EVIDENCE		Anglo-Saxon Chronicles	Anglo-Saxon Chronicles. <i>Sutton Hoo. Viking raid on Lindisfarne. Poem Battle of Brunanburgh.</i>	School Logbooks	Otzi investigation - outcomes
KEY SKILLS	HISTORICAL STUDY	<ul style="list-style-type: none"> • Can chose and discriminate between a range of information and use this to ask questions. • Can use more complex sources of primary and secondary information • Understands that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. 	<ul style="list-style-type: none"> • Can distinguish between reliable, unreliable and limited sources and those offering limited information and identify the most useful sources for a particular task. • Can give reasons for change through analysing evidence • Can support own point of view using evidence 	<ul style="list-style-type: none"> • Can identify differences between different versions of the past. • Can gather evidence to make conclusions on what has happened in the past. • Shows an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 	<ul style="list-style-type: none"> • Can devise and answer questions about the similarities and differences between historical periods of time. • Can seek out and analyse a wide range of evidence in order to justify claims about the past. • Understands that no single source of evidence gives the full answer to questions about the past.

		KNOWLEDGE	<ul style="list-style-type: none"> • Can summarise the main events from a period in history. • Beginning to understand why some people acted as they did and give reasons • Can recall some key information about the Romans and the impact of the Roman invasion of Britain. • Can recall some key information about Septimius Severus. • Can recall some key information about Ancient Greece, including elements of Greek life, their achievements and their influence on the western world • Can recall some key information about the history of Westwood Country Park, including the Westwood riots. (Spring Term) 	<ul style="list-style-type: none"> • Understands links between history and geography - e.g. settlements & invasion. • Knows some similarities and differences within a period of time- e.g. the lives of rich and poor • Can describe how some things from the past affect life today, considering differences in religious, social, political, cultural history • Understands the relationship between beliefs and action in historical change • Can recall some key information about Britain's settlement by Anglo-Saxons and Scots. • Can recall some key information about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Can talk about the impact of King Athlestan and the Battle of Brunanburgh on British history 	<ul style="list-style-type: none"> • Can organise a series of relevant historical information, and check this for accuracy. • Can describe the main changes in a period of history, from several perceptions – e.g. political, cultural, social, religious. • Can justify my own point of view using a range of evidence. • Can adapt ideas and change viewpoints as new information arises through the gathering of evidence. • Can recall some key information of the events leading up to and during WW2. • Can recall key information about Winston Churchill. • Can recall key information about the achievements of Ancient Greek astronomers and their influence on our understanding. (Summer Term) 	<ul style="list-style-type: none"> • Beginning to understand significance of events and dates; at a local, national and global level. • Can explain and analyse reasons for change in the past, giving evidence to support theories. • Understands the concept of continuity and change over time, representing them on a time line. • Can recall some key information about Changes in Britain from the Stone Age to the Iron Age. • Can talk about key aspects of the investigation into the life and death of Otzi. • Can recall some key information about the achievements of the Ancient Egyptians • Can talk about Howard Carter and the discovery of Tutankhamun's tomb. • Can recall some key information about the Mayan civilization c. AD 900. (Spring Term) • Can recall some key information about the cause and consequences of the disaster around the Titanic (Summer Term)
		CHRONOLOGY & CHANGE	<ul style="list-style-type: none"> • Uses dates and terms accurately, using key dates when describing events • Understands the concept of decades and centuries. • Uses a timeline with dates, including both BC and AD • Uses evidence to describe changes within a time period. 	<ul style="list-style-type: none"> • Uses a range of dates and historical terms to explain their understanding of the period studied. • Uses a time line to place events, periods and cultural movements and to show changes over time. 	<ul style="list-style-type: none"> • Can identify changes across periods of time, using chronological links. • Beginning to identify causal factors in change. 	<ul style="list-style-type: none"> • Can describe the main changes in a period of history, using terms such as social, religious, political, technological and cultural. • Can identify periods of rapid change in history and contrast them with times of relatively little change. • Can describe the characteristic features of the present, including ideas, beliefs, attitudes and experiences of men, women and children and speculate how they will be judged in the future. • Speculate – what if? What if?