

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 and that different versions of past events may exist, giving some reasons for this. 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

This could include:

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

The Roman Empire and its impact on Britain

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, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early

Christianity

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.

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.

Britain's settlement by Anglo-Saxons and Scots

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

Ancient Greece –a study of Greek life and achievements and their influence on the western world.

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

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

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A local history study

For example:

- 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

For example:

- 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, e.g. the first railways or the Battle of Britain

	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> •Describe events and periods using the words: BC, AD and decade •Describe events from the past using dates when things happened •Describe events and periods using the words: ancient and century •Use a timeline within a specific time in history to set out the order things may have happened •Use their mathematical knowledge to work out how long 	<ul style="list-style-type: none"> •Plot recent history on a timeline using centuries •Place periods of history on a timeline showing periods of time •Use their mathematical skills to round up time differences into centuries and decades 	<ul style="list-style-type: none"> •Use dates and historical language in their work •Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. •Use their mathematical skills to work out exact time scales and differences as need be 	<ul style="list-style-type: none"> •Say where a period of history fits on a timeline •Place a specific event on a timeline by decade •Place features of historical events and people from past societies and periods in a chronological framework

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<p>Knowledge and interpretation</p>	<ul style="list-style-type: none"> • Appreciate that the early Brits would not have communicated as we do or have eaten as we do • Begin to picture what life would have been like for the early settlers • Recognise that Britain has been invaded by several different groups over time • Realise that invaders in the past would have fought fiercely, using hand to hand combat • Suggest why certain events happened as they did in history • Suggest why certain people acted as they did in history 	<ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Recognise that the lives of wealthy people were very different from those of poor people • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> • Describe historical events from the different period/s they are studying/have studied • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same • Explain the role that Britain has had in spreading Christian values across the world • Begin to appreciate that how we make decisions has been through a Parliament for some time • Appreciate that significant events in history have helped shape the country we have today • Have a good understanding as to how crime and punishment has changed over the years 	<ul style="list-style-type: none"> • Summarise the main events from a specific period in history, explaining the order in which key events happened • Summarise how Britain has had a major influence on world history • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently • Describe features of historical events and people from past societies and periods they have studied • Recognise and describe differences and similarities/ changes and continuity between different periods of history
<p>Historical enquiry</p>	<ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past 	<ul style="list-style-type: none"> • Research two versions of an event and say how they differ? • Research what it was like for a child in a given 	<ul style="list-style-type: none"> • Test out a hypothesis in order to answer a question • Appreciate how historical artefacts have 	<ul style="list-style-type: none"> • Look at two different versions and say how the author may be attempting to persuade or give a specific

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	<ul style="list-style-type: none"> •Use various sources of evidence to answer questions •Use various sources to piece together information about a period in history •Research a specific event from the past •Use their 'information finding' skills in writing to help them write about historical information •Through research, identify similarities and differences between given periods in history? 	<p>period from the past and use photographs and illustrations to present their findings</p> <ul style="list-style-type: none"> •Give more than one reason to support an historical argument •Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out 	<p>helped us understand more about British lives in the present and past</p>	<p>viewpoint</p> <ul style="list-style-type: none"> •Identify and explain their understanding of propaganda? •Describe a key event from Britain's past using a range of evidence from different sources?
Challenging	<ul style="list-style-type: none"> •Set out on a timeline, within a given period, what special events took place •Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain •Begin to appreciate why Britain would have been an important country to have invaded and conquered •Appreciate that war/s would inevitably have brought much distress and 	<ul style="list-style-type: none"> •Use their mathematical skills to help them work out the time differences between certain major events in history •Begin to build up a picture of what main events happened in Britain/ the world during different centuries? •Recognise that people's way of life in the past was dictated by the work they did •Appreciate that the food people ate was different because of the 	<ul style="list-style-type: none"> •Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc •Appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed •Research the life of one person who has had an influence on the way Great Britain is divided into four separate countries 	<ul style="list-style-type: none"> •Appreciate that some civilisations showed greater advancements than people who lived centuries after them •Suggest relationships between causes in history •Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today •Trace the main events that define Britain's journey from a mono to a multi-cultural society

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	<p>bloodshed</p> <ul style="list-style-type: none"> •Have an appreciation that wars start for specific reasons and can last for a very long time •Appreciate that invaders were often away from their homes for very long periods and would have been 'homesick' •Begin to use more than one source of information to bring together a conclusion about an historical event •Use specific search engines on the Internet to help them find information more rapidly 	<p>availability of different sources of food</p> <ul style="list-style-type: none"> •Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period •Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education •Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 	<ul style="list-style-type: none"> •Suggest why there may have been different interpretations of events •Suggest why certain events, people and changes might be seen as more significant than others •Pose and answer their own historical questions
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