

History Progression Map

Our History Progression Map is split into **Aspects**.
These Aspects are organised into our **7 Big Ideas**.

<p><u>Human Kind</u></p> <ul style="list-style-type: none"> • Everyday Life • Hierarchy and Power • Civilizations 	<p><u>Creativity</u></p> <ul style="list-style-type: none"> • Report and conclude • Communication 	<p><u>Materials</u></p> <ul style="list-style-type: none"> • Artefacts and Sources 	
<p><u>Significance</u></p> <ul style="list-style-type: none"> • Significant People • Significant Places 	<p><u>Place and Space</u></p> <ul style="list-style-type: none"> • Local History 	<p><u>Comparison</u></p> <ul style="list-style-type: none"> • Compare and Contrast 	<p><u>Change</u></p> <ul style="list-style-type: none"> • Changes over time • British History • Chronology

HUMAN KIND - EVERYDAY LIFE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Aspects of everyday life include houses, jobs, objects, transport and entertainment.</p> <p>Skill Describe an aspect of everyday life within or beyond living memory.</p>	<p>Knowledge Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>Skill Describe the everyday lives of people in a period within or beyond living memory.</p>	<p>Knowledge Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer life style to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>Skill Describe the everyday lives of people from past historical periods. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p>	<p>Knowledge The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.</p> <p>Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain how artefacts provide evidence of everyday</p>	<p>Knowledge Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.</p> <p>Skill Explain how everyday life in an ancient civilisation changed or continued during different periods.</p>	<p>Knowledge War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>Skill Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p>

HUMAN KIND – HIERACRHY AND POWER					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge A monarch is a king or queen who rules a country. Describe the role of a monarch.</p>	<p>Knowledge Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p> <p>Skill Describe the hierarchy of a past society.</p>	<p>Knowledge Tribal communities appeared around 4000years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p>Skill Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in past civilisations. Describe the significance and impact of power struggles on Britain.</p>	<p>Knowledge Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>Skill Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Knowledge Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.</p> <p>Skill Describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>Knowledge The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>Skill Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society. Describe and explain the significance of a leader or monarch.</p>

HUMAN KIND – CIVILIZATIONS			
Year 3	Year 4	Year 5	Year 6
<p>Knowledge The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>Skill Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age Describe the achievements and influence of the ancient Romans on the wider world. Describe the achievements and influence of the ancient Greeks on the wider world. Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>Knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Overtime, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last5000 years.</p> <p>Skill Describe the significance and impact of power struggles on Britain. Explain the cause and consequence of invasion and migration by the Romans into The Viking invasion and Anglo-Saxon defence of England led to many conflicts. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p>	<p>Knowledge The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last5000 years. The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society.</p>	<p>Knowledge The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the significant achievements of mankind and explain why they are important.</p>

CREATIVITY – REPORT AND CONCLUDE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Stories, pictures and roleplay are used to help people learn about the past, understand key events and empathise with historical figures.</p> <p>Skill Create stories, pictures, independent writing and role play about historical events, people and periods.</p>	<p>Knowledge Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about ahistorical topic is presented without organising it into chronological order.</p> <p>Skill Present historical information in a simpleton-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>Knowledge Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about ahistorical topic is presented without organising it into chronological order.</p> <p>Skill Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p>	<p>Knowledge Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>Skill Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p>	<p>Knowledge Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Skill Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. covered x 3</p>	<p>Knowledge Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Skill Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p>

CREATIVITY – COMMUNICATION					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p>Skill Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p>	<p>Knowledge A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</p> <p>Skill Use the historical terms year, decade and century.</p>	<p>Knowledge Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, Band BCE. Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.</p> <p>Skill Use historical terms to describe different periods of time. Ask well composed historical questions about aspects of everyday life in</p>	<p>Knowledge Historical terms include abstract nouns, such as invasion and monarchy.</p> <p>Skill Use more complex historical terms to explain and present historical information.</p>	<p>Knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>Skill Articulate and organise important information and detailed historical accounts using topic related vocabulary</p>	<p>Knowledge Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</p> <p>Skill Use abstract terms to express historical ideas and information.</p>

MATERIALS – ARTEFACTS AND SOURCES					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Historical sources include artefacts, written accounts, photograph and paintings.</p> <p>Skill Use range of historical artefacts to find out about the past. Express an opinion about a historical source.</p>	<p>Knowledge Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. A viewpoint is a person 'sown opinion or way of thinking about something.</p> <p>Skill Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint.</p>	<p>Knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photograph and witness statements are historical source materials. However, some historical source materials are more reliable than others. Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to ahistorical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</p> <p>Skill Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources</p>	<p>Knowledge Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources. A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events</p> <p>Skill Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p>	<p>Knowledge Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about ahistorical event or person. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about ahistorical event or person.</p> <p>Skill Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.</p>	<p>Knowledge Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Different types of bias include political, cultural or racial.</p> <p>Skill Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.</p>

PLACE AND SPACE – LOCAL HISTORY					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p> <p>Skill Describe important events in the school's history.</p>	<p>Knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>Skill Describe, in simple terms, the importance of local events, people and places.</p>	<p>Knowledge National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p> <p>Skill Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	<p>Knowledge A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.</p> <p>Skill Describe and explain the impact of a past society on a local settlement or community.</p>	<p>Knowledge Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353(plague pits), the Wars of the Roses (battlefields)and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).</p> <p>Skill Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p>	<p>Knowledge Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.</p> <p>Skill Present an in-depth study of a local town or city, suggesting how to source the required information.</p>

COMPARISON – COMPARE AND CONTRAST					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Changes within living memory have happened over the last 100 years and include advances InTechnology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p> <p>Skill Describe changes within or beyond living memory.</p>	<p>Knowledge Life has changed overtime due to changes InTechnology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Skill Describe how an aspect of life has changed over time.</p>	<p>Knowledge Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>Skill Summarise how an aspect of British or world history has changed overtime.</p>	<p>Knowledge Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Skill Answer and ask historically valid questions about changeover time and suggest or plan ways to answer them covered</p>	<p>Knowledge Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p> <p>Skill Frame historically valid questions about continuity and change and construct informed responses.</p>	<p>Knowledge The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to arrange of consequences for individuals, small groups of people or society as a whole.</p> <p>Skill Describe the causes and consequences of a significant event in history.</p>

SIGNIFICANCE – SIGNIFICANT EVENTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p>Skill Identify some key features of a significant historical event beyond living memory.</p>	<p>Knowledge Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</p> <p>Skill Explain why an event from the past is significant.</p>	<p>Knowledge The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Skill Explain the cause and effect of a significant historical event.</p>	<p>Knowledge Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>Skill Explain in detail, the multiple causes and effects of significant events.</p>	<p>Knowledge Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>Skill Explain why an aspect of world history is significant.</p>	<p>Knowledge Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change overtime.</p> <p>Skill Present a detailed historical narrative about significant global event.</p>

SIGNIFICANCE – SIGNIFICANT PEOPLE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p> <p>Skill Understand the term significant and explain why a significant individual is important.</p>	<p>Knowledge Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Skill Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p>	<p>Knowledge Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</p> <p>Skill Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p>	<p>Knowledge A profile of a leader can include their significant achievements, the events in which they played apart, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>Skill Construct a profile of a significant leader using arrange of historical sources.</p>	<p>Knowledge Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Skill Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p>	<p>Knowledge Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p> <p>Skill Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. covered</p>

CHANGE - CHANGES OVER TME					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Changes within living memory have happened over the last 100 years and include advances inTechnology, exploration, workplaces, houses and jobs, leisure, family and social structures.</p> <p>Skill Describe changes within or beyond living memory.</p>	<p>Knowledge Life has changed overtime due to changes in Technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p> <p>Skill Describe how an aspect of life has changed over time.</p>	<p>Knowledge Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>Skill Summarise how an aspect of British or world history has changed overtime.</p>	<p>Knowledge Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>Skill Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them covered</p>	<p>Knowledge Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p> <p>Skill Frame historically valid questions about continuity and change and construct informed responses.</p>	<p>Knowledge he causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to arrange of consequences for individuals, small groups of people or society as a whole.</p> <p>Skill Describe the causes and consequences of a significant event in history.</p>

CHANGE - BRITISH HISTORY

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Significant historical events include those that cause great change for large numbers of people.</p> <p>Skill Describe a significant historical event in British history.</p>	<p>Knowledge Important individual achievements include great discoveries and actions that have helped many people.</p> <p>Skill Describe and explain the importance of a significant individual's achievements on British history.</p>	<p>Knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Overtime, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Significant events or people in the past have caused great change overtime. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Describe how a significant event or person in British history changed or influenced how people live today.</p>	<p>Knowledge Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.</p> <p>Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p>	<p>Knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Skill Create an in-depth study of an aspect of British history beyond 1066</p>	<p>Knowledge Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.</p> <p>Skill Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>

CHANGE – CHRONOLOGY

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Skill Order information on a timeline.</p>	<p>Knowledge A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Skill Sequence significant information in chronological order.</p>	<p>Knowledge Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present-day. BC dates become larger the further away they get from the present-day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Skill Sequence dates and information from several historical periods on timeline. covered x 5</p>	<p>Knowledge Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>Skill Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Knowledge Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC the ancient Egyptians from c3100 BC to 30 BC.</p> <p>Skill Sequence and make connections between periods of world history on a timeline.</p>	<p>Knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>