



History progression map – knowledge and skills

INTENT

National Curriculum statement: 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.

IMPLEMENTATION – overview

BOLD =Statutory

	Year 3	Year 4	Year 5	Year 6
Topic 1	Changes in Britain from Stone age to Iron age Early hunter gatherers (Skara Brae) Bronze age religion technology and travel(Stonehenge)	Anglo-Saxons and Scots – Britain’s settlements Roman withdrawal, Scots invasions Anglo Saxons invasions settlements, kingdoms: place names way of life AS art and culture	A study of an aspect or a theme in British that extends pupils’ chronological knowledge beyond 1066 Changing power of the monarchy Henry VIII, Victoria Elizabeth II	Non-European society that provides contrast with British history (e.g Mayan Civilisation or Benin,

	Iron age farming art and culture	Christian conversion	Changes in social history such as crime and punishment, leisure/entertainment	
Topic 2	Roman Empire and its impact on Britain Attempted invasions Caesar. Boudica Romanisation of Britain culture and beliefs Civilisation.	Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion Resistance Alfred the Great Danegeld AS laws and justice Edward the confessor and his death 1066	Local history study A depth study Study over time tracing how one or more aspects are reflected in locality Sight or period significant in locality. E.g. Brunel – change through engineering in Bristol.	A study of an aspect or a theme in British that extends pupils’ chronological knowledge beyond 1066 Significant turning point in British history – WW2, Battle of Britain
Topic 3	Ancient Greece Study of Greek life and achievements. Influence on rest of the world		The achievements of the earliest civilisations In-depth study of Ancient Egypt	Bristol’s role in the slave trade

IMPLEMENTATION – progression

	Year 3
Skills: historical enquiry (range of sources)	Use a range of sources to find out about a period by answering questions – secondary sources, primary – including Stonehenge, Caerleon, images of Pyramids. Consider why information might be different or the same. Observe small details – Roman artefacts; or Stone Age cave pictures – what can we learn from these? Begin to use the reference library and internet for research – link to homework
Skills: historical interpretation	Identify and give reasons for different ways in which the past is represented: compare different versions of the same story e.g. Roman viewpoint v Saxons. Look at representations of the period to understand daily life and make comparisons– museums e.g. Caerleon for the Romans; compare e.g. Stone Age Art to a cartoon image of Stone Age people or evidence from tools e.g. hunter gatherers
Knowledge: chronological	Place Stone Age, Iron Age, Roman Empire and Ancient Greece on a timeline Know key dates and use dates and terms related to the above Sequence several events or artefacts – Stone Age to Iron Age; Roman Empire in Britain Understand BC/ AD
Knowledge and understanding people, events and changes	Understand everyday lives of Stone and Iron Age people; Roman soldiers Compare with our life today – How are our lives the same and different? What legacy do we have? Identify reasons for and results of people’s actions – Ancient Greece; invasion of Romans in Britain; Boudica Understand why people may have wanted to do something – Boudica; Ancient Greeks
Knowledge: key concepts	How Britain changed from the Stone Age to the iron Age – hunter gatherers, religion (Stonehenge plus visit); farming, art and culture Impact of the Roman Empire on Britain – how it changed GB (legacy) Achievements (location) and influence of the Ancient Greeks – their influence on the world
Key concepts revisited – connections, contrasts, similarity and difference	Major achievements of the Stone, Bronze and Iron Ages; Romans in Britain and Ancient Greeks – cultural capital

	Year 4
Skills: historical enquiry (range of sources)	<p>Use evidence to build up a picture of a past event (starting point) e.g. Viking invasion and raids</p> <p>Choose relevant material to present information about an aspect of life for Anglo-Saxons, Scots or Vikings (can also be linked to homework) e.g. Anglo Saxon Art and Culture; Anglo-Saxon laws and justice; the resistance of Alfred the Great</p> <p>Devise own questions as a class to investigate through research using the library, internet and other sources for research regarding Anglo-Saxons, Scots and Vikings</p>
Skills: historical interpretation	<p>Consider what available evidence can teach us e.g. artefacts; accounts from the period – poems etc</p> <p>Begin to evaluate the usefulness of sources – consider what information we know as a fact from it and what we might infer</p> <p>Use reference books/ internet and historical knowledge to answer questions (see above)</p>
Knowledge: chronological	<p>Place Anglo Saxon period and Viking invasions on a timeline with periods from Year 3</p> <p>Place (date) events from Anglo Saxon and Vikings studied on a time line including Roman withdrawal, Scot and Viking invasions, kingdoms, Alfred the Great and Edward the Confessor</p> <p>Use terms related to the period e.g. around settlements, Viking longboats, law and justice</p> <p>Understand BC/ AD – link to Maths counting down and up; year 0 (BCE – Common era). Link to Christian conversion of Anglo-Saxons.</p> <p>Why do we have two terms: BC and BCE? Why might some people prefer one to another?</p>
Knowledge and understanding people, events and changes	<p>Use evidence to reconstruct Anglo Saxon life</p> <p>Identify key features of life and events of time studied (see above)</p> <p>Look for links and effects – Roman withdrawal, Anglo Saxon society, invasions</p> <p>Offer a reasonable explanation for some events</p>
Knowledge: key concepts	<p>Why the Romans left</p> <p>How Anglo-Saxons and Scots lived – settlements, culture, art; compare to Iron Age Y3 and consider impact of Romans</p> <p>How, why and the impact of Scots and Viking invasions (including where they invaded from)</p> <p>Alfred the Great – resistance and impact</p> <p>The life and death of Edward the Confessor</p>
Key concepts revisited – connections, contrasts, similarity and difference	<p>Romans in Britain – legacy and Boudica</p> <p>Comparing Saxons/ Scots (with legacy of Romans) to Iron Age Britain</p>

	Year 5
Skills: historical enquiry (range of sources)	<p>Identify primary and secondary sources and consider bias e.g. portraits; accounts from the time; secondary sources</p> <p>Use evidence (above – primary and secondary) to build up a picture of a past event e.g. Henry VII seizing power at Bosworth; development of railway in Bristol</p> <p>Devise own questions – in groups or individually – and use research (reference books, the internet, sources given) to investigate, answer and present information based on period or aspect if history being studied</p>
Skills: historical interpretation	<p>Compare accounts of events from different sources – e.g. a factual account and a fictionalised account of an event (can relate to class book)</p> <p>Offer some reasons for different versions of events e.g. bias, historical perspective and knowledge</p> <p>Link sources and work out how conclusions were arrived at: what is common between sources, what is different, why might they have been interpreted in different ways?</p>
Knowledge: chronological	<p>Place monarch reigns on a timeline alongside Stone and Iron Age, Roman Empire, Ancient Greece, Anglo Saxons and Vikings; later include Ancient Egypt</p> <p>Know and sequence key events of time studied – different monarchs and key events; key events during the local study; key events during the Ancient Egyptian civilisation</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past – monarchs and society at those times; Ancient Egypt and Greeks</p>
Knowledge and understanding people, events and changes	<p>Compare an aspect of life with the same aspect in another period: changing role of the monarchy and society - Tudor monarchs, Victoria and Elizabeth II e.g. (similarities and differences e.g. how came to power; comparison of power and influence e.g. Henry VIII absolute power, Victoria – empire but government; Elizabeth II figurehead; how represented; none expected to be the monarch at birth); related changes in social history – three eras e.g. medicine/ housing/ education/ jobs/ food</p> <p>Change during the Victorian era in Bristol – causes and impact: Brunel and his achievements – railway, suspension bridge; SS Great Britain and the impact of these on society as well as the achievements (including impact of Sarah Guppy and why her achievements might not be remembered)</p> <p>Understanding of the achievements, impact and legacy of Ancient Egypt – making comparisons to modern day and Ancient Greece</p>
Knowledge: key concepts	<p>How the power of monarchy has changed over time</p> <p>A depth local study – achievements of IK Brunel and impact and how this is reflected in the locality</p> <p>The achievements (and location) of Ancient Egypt</p>
Key concepts revisited – connections, contrasts, similarity and difference	<p>Achievements of the Ancient Greeks – influence on the world from Year 3 (revisit before Ancient Egypt and make comparisons – similarities and differences)</p> <p>Compare monarchs to Roman emperors (Y3) or Edward the Confessor (Y4) – e.g. absolute power; risk of losing throne</p> <p>Eras already studied - chronology</p>

	Year 6
Skills: historical enquiry (range of sources)	<p>Identify and evaluate primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time passed (including the reference library/ internet – see below) and be able to justify choices</p> <p>Suggest omissions e.g. what we cannot know and the means of finding out</p> <p>Collate and present knowledge gathered from several sources in a fluent account (using Point, Evidence, Explain)</p>
Skills: historical interpretation	<p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion (Slave trade)</p> <p>Consider the motivation of individuals and groups of people in primary and secondary sources: bias (WW2)</p> <p>Investigate how different evidence will lead to different conclusions</p> <p>Confidently use the reference library and or internet for research to answer own questions devised on a broad theme.</p>
Knowledge: chronological	<p>Place Ancient Benin or Maya on time line in relation to other studies from previous years: Stone and Iron Age, Romans, Ancient Greeks, Anglo-Saxons, Vikings, Ancient Egypt, Tudor and Victorian periods</p> <p>Sequence events on a timeline in era studied – World War II and Benin/ Maya</p> <p>Use relevant terms e.g. Edo people, blitz</p>
Knowledge and understanding people, events and changes	<p>Slave trade and abolition, focussing on Bristol’s role; Impact on locality of Bristol from the slave trade (legacy)</p> <p>Find out about beliefs, behaviour and characteristics of people; compare beliefs and behaviour with another time studied: Ancient Benin or Maya – contrast with British History of the same time (Benin 900-1800: Anglo Saxons, Tudor History; Maya – 2000BC to 900AD (Iron and Stone Age, Romans in Britain, Anglo-Saxons). Main events, society, life, achievements, legacy/ impact.</p> <p>Know key dates, characters and events of times - Key events of WW2 (including contributions of India, Australia, Canada on the British side): why the war started/ ended, bombing and blitz – impact on Bristol (and Britain); evacuation; life during the war. Local links – e.g. Downend memorial, local people’s experience e.g. visitors.</p> <p>Explain past event in terms of cause and effect using evidence to support and illustrate their explanations</p> <p>Studied: WW2 or Slave trade</p>
Knowledge: key concepts	<p>During Black History week – Bristol’s role in the Slave trade</p> <p>A non-European society that provides a contrast to British History</p>

	<p>Ancient Benin or Maya – contrast with British History of the same time (Benin 900-1800: Anglo Saxons, Tudor History; Maya – 2000BC to 900AD (Iron and Stone Age, Romans in Britain, Anglo-Saxons)</p> <p>Significant turning point in British History – WW2</p>
<p>Key concepts revisited – connections, contrasts, similarity and difference</p>	<p>Sequence events on timeline. Make comparisons when events overlap. What was happening in the world at the same time as new periods studied?</p> <p>Primary and secondary resources. Which is most reliable? Why? When have you used either?</p> <p>Previous black history studies./ Why is it important? Why is it important for Bristol?</p>