



# Skills Progression for **HISTORY** overview



## National Curriculum:

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Pupils should be taught:

### 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 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.

- **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 Lindisfame

- **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

- **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 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 20<sup>th</sup> 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

- **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.**

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

ASSESSED within unit

## Skills Progression for HISTORY overview

	Year 3 Unit	Year 4 Unit	Year 5 Unit	Year 6 Unit
Chronological understanding (including duration / interval / overlap)	<ul style="list-style-type: none"> <li>PB: Timeline comparison of durations / different periods</li> <li>LH: Explore duration and timing via timeline</li> <li>RB: Examine expansion of empire via timeline and world map</li> </ul>	<ul style="list-style-type: none"> <li>AS: Timeline / map work to see when / where from / why they left their homelands</li> <li>V: Explore duration and timing via timeline and locations via World map</li> <li>AE: When was the period</li> </ul>	<ul style="list-style-type: none"> <li>BK: Timeline comparison of durations / different periods</li> <li>MM: The events leading up to and during the Battle of Hastings.</li> <li>AG: Explore duration and timing via timeline</li> </ul>	<ul style="list-style-type: none"> <li>IR: Timeline comparison of durations / different period</li> <li>CR: Timeline comparison of durations / different periods</li> <li>TCC: Timeline comparison / Key events in the period</li> </ul>
Range and depth of historical knowledge (change & continuity)	<ul style="list-style-type: none"> <li>PB: Between periods e.g. tool, settlements etc</li> <li>LH: Changing of society</li> <li>RB: How Romans built up new towns and cities</li> </ul>	<ul style="list-style-type: none"> <li>AS: Changing Saxon kingdoms. Christian conversion from Paganism.</li> <li>V: The similarities between Norse and Anglo-Saxon gods</li> <li>AE: How the civilisation was so successful</li> </ul>	<ul style="list-style-type: none"> <li>BK: Why Britain wanted a close relationship with the Kingdom of Benin</li> <li>MM: The changes in Europe around religion in that period</li> <li>AG: Explore the important historical events</li> </ul>	<ul style="list-style-type: none"> <li>IR: Aspect and life and work changing during this period</li> <li>CR: The impact of Rosa Parks and Martin Luther King Jr</li> <li>TCC: The impact of the First World War globally</li> </ul>

<p>Interpretations of history (How the past is represented and interpreted in different ways, and to give reasons for this / significance)</p>	<p><b>Year 3 Unit</b></p> <ul style="list-style-type: none"> <li>• PB: Scarcity of evidence means gaps have to be filled by reasoned interpretation</li> </ul>	<p><b>Year 4 Unit</b></p> <ul style="list-style-type: none"> <li>• AS: Why Alfred was Great?</li> <li>• V: What happened in Lindisfarne from different viewpoints?</li> <li>• AE: How was Howard Carter seen</li> </ul>	<p><b>Year 5 Unit</b></p> <ul style="list-style-type: none"> <li>• BK: Interpretation of what Oba Akenzua and son Eresonyen did to kick-start the Benin renewal</li> <li>• AG: Contrasting views on the Golden Age</li> </ul>	<p><b>Year 6 Unit</b></p> <ul style="list-style-type: none"> <li>• CR: The influence of the media on the general public</li> <li>• TCC: Contrasting view of the Nazi uprising</li> </ul>
<p>Historical enquiring (source comparison and analysis)</p>	<p><b>Year 3 Unit</b></p> <ul style="list-style-type: none"> <li>• PB: History box / artefacts</li> <li>• LH: The difference between then and now</li> <li>• RB: Deducing information from objects</li> </ul>	<p><b>Year 4 Unit</b></p> <ul style="list-style-type: none"> <li>• AS: Saxon box – to explore Christian conversion / Saxon culture</li> <li>• V: Comparison of Lindisfarne evidence</li> <li>• AE: What we can learn from evidence of the tomb</li> </ul>	<p><b>Year 5 Unit</b></p> <ul style="list-style-type: none"> <li>• BK: Examine sources on why Britain wanted a closer relationship with the Kingdom of Benin</li> <li>• MM: Power of the monarchy – shifts of power monarch / parliament</li> <li>• AG: Examine sources</li> </ul>	<p><b>Year 6 Unit</b></p> <ul style="list-style-type: none"> <li>• IR: Examine how aspects of national history are reflected locally e.g Milestones museum</li> <li>• CR: Examine differing sources about the Martin Luther Jr speeches and the impact</li> <li>• TCC: Source comparison of the Treaty of Versailles</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Identifying characteristic features of the period (society studied)</p>	<p><b>Year 3 Unit</b></p> <ul style="list-style-type: none"> <li>• PB: identifying use of iron / settlement / Stone age box / artefacts</li> <li>• LH: Compare period features</li> <li>• RB: Investigating a Roman soldier box</li> </ul>	<p><b>Year 4 Unit</b></p> <ul style="list-style-type: none"> <li>• AS: Change from paganism to Christianity/Saxon culture</li> <li>• V: Investigating a Viking life artefacts</li> <li>• AE: What people ate / did for work / how life was different for rich and poor</li> </ul>	<p><b>Year 5 Unit</b></p> <ul style="list-style-type: none"> <li>• BK: Reasons why Benin grew into a successful empire</li> <li>• MM: The importance of the Domesday book</li> <li>• AG: The changing geography of the area</li> </ul>	<p><b>Year 6 Unit</b></p> <ul style="list-style-type: none"> <li>• IR: The importance of the Industrial revolution during that period – housing / work / schools</li> <li>• CR: What was the US like in the 1950s?</li> <li>• TCC: The success of Hitler’s book ‘Mein Kampf’</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Explaining cause &amp; consequence</p>	<p><b>Year 3 Unit</b></p> <ul style="list-style-type: none"> <li>• PB: How did Bronze age change how humans lived?</li> <li>• LH: key people and their impact</li> <li>• RB: Why the Romans came to Britain, plus impact short and long</li> </ul>	<p><b>Year 4 Unit</b></p> <ul style="list-style-type: none"> <li>• AS: Who invaded Britain after the Romans left?</li> <li>• V: Why Vikings came to Britain, conflict with Saxons</li> <li>• AE: The achievements of the civilisation</li> </ul>	<p><b>Year 5 Unit</b></p> <ul style="list-style-type: none"> <li>• BK: The route of the transatlantic slave trade</li> <li>• MM: The factors influencing Henry’s desire to break with Rome</li> <li>• AG: Changing geography of the time</li> </ul>	<p><b>Year 6 Unit</b></p> <ul style="list-style-type: none"> <li>• IR: How Britain changed – Basingstoke – the Great Reform Act</li> <li>• CR: The causes and consequences of the Ferguson protests</li> <li>• TCC: Explore important events – Hitler’s rise to power</li> </ul>