

Skills & Knowledge Progression (KS2)

	Year 3	Year 4	Year 5	Year 6
<p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within and across the periods they study</i></p>	<p>In order to establish a secure understanding of the foundations of England, and to enable pupils to develop a clear narrative of these early epochs, we feel as a school that it is important for pupils to experience the teaching of the periods from the Stone Age to the Norman invasion as a continuous flow of learning throughout Years 3 and 4. It is then expected that knowledge of this chronology will be reinforced continually throughout the key stage. This will be achieved by placing new units of study (i.e. ancient world history topics) alongside the already established timeline of early England and considering/ revising what was going on in England at that time. More recent British history (Bristol's involvement in the transatlantic slave trade and WW1), will be introduced in upper KS2, with the expectation that these events are also considered within the timeline of Britain.</p> <div data-bbox="465 654 1422 845"> <p> Stone Age 2.5 million years ago – 2500 BC Bronze Age 2500 BC – 800 BC Iron Age 800 BC – AD 43 Roman Britain AD 43 – AD 410 Anglo Saxons AD 410 - 1066 Vikings AD 700 - 1066 Medieval Period AD 1066-1485 </p> <p><i>A timeline of Britain from the Stone Age to the Medieval Period</i></p> </div> <p><i>A timeline similar to this will be built upon and regularly referred to throughout the key stage.</i></p>			
	<p>British: By the end of Year 3, pupils should be able to correctly place in chronological order the different epochs of early Britain from the Stone Age to Roman Britain and understand this as a continuous flow and gradual evolution of change as opposed to distinct, separate eras.</p>	<p>British: By the end of Year 4, pupils should be able to correctly place in chronological order the different epochs of early Britain (England) from the Stone Age to the Norman invasion, understanding the flow between eras.</p> <p>Local: Pupils will briefly look at Anglo-Saxon origins of Bristol (with acknowledgement of settlement sites in the area even before this time).</p>	<p>World: Pupils should understand where the Ancient Greek Empire fits in alongside the timeline of early England. They will look at how the Greek empire grew over time and link the demise of it to previous learning about the Romans.</p> <p>British/ local: In term 2, pupils will gain an understanding of Bristol's involvement in the transatlantic slave trade. They will look at a timeline of Britain</p>	<p>World: Pupils should understand where the Maya civilisation fits in alongside the timeline of early England. Pupils should gain an appreciation for the huge expanse of time that the 'Maya civilisation' encompasses and link its demise to the arrival of the Spanish in the 16th century.</p> <p>British: In term 2, pupils will explore the effects of WW1 on the lives of British people,</p>

		<p>World: Pupils should understand where the Ancient Egyptian civilisation fits in alongside the timeline of early England. They will look at how Ancient Egypt has been separated into three kingdoms in order to define each period of time.</p>	<p>and consider where this period of time fits in.</p> <p>World: They will also develop an understanding of African heritage prior to the slave trade.</p>	<p>again being expected to place this event on a timeline of Britain. They will briefly consider the chronology of events leading up to, and during, the war.</p>
<p><i>note connections, contrasts and trends over time</i></p>	<p>Pupils will look at similarities/ differences between houses, clothing, lifestyle, materials used from the Stone Age to the Iron Age.</p> <p>They will then explore how the Romans expanded on these aspects of 'British' life, bringing their own culture to the land. Pupils will consider the lasting influences of both prehistoric Britain and the Roman invasion, which can still be seen in Britain today (e.g. the establishment of roads/ villages & towns/ archaeological sites).</p>	<p>Pupils will build on knowledge gained in Year 3 about the foundations of Britain. They will consider similarities & differences between Roman and Anglo-Saxon England, including the development of 'kingdoms' during the Anglo-Saxon period and how during this time, the island evolved from being primarily made up of separate tribes to a more unified land which gradually became the country of England.</p> <p>Pupils will look at similarities and differences between Anglo-Saxon/ Viking way of life (including justice systems) and consider the lasting impact this period of time has had on the formation of England.</p>	<p>Pupils will study maps etc. to gain an appreciation of how the Ancient Greek Empire expanded over time and will begin to consider reasons for this. They should begin to understand the reasons for the decline of the Greek Empire and be able to link this to previous learning about the Romans. They will investigate how the ruling systems in Ancient Greece changed before the democratic system, after and in the modern day. Pupils will consider the lasting impact of the Greek Empire, particularly on sports and culture.</p> <p>In the second term, pupils will investigate Bristol's involvement in the transatlantic slave trade. They will examine the origins of</p>	<p>Pupils will investigate the development of the Maya number and writing systems. They will learn about the food that the Maya people ate and its religious and cultural significance.</p> <p>In the second term, pupils will discover what life was like for British people during WW1. They will compare what life was like before, during and after the war for men, women and children. Pupils will compare life during WW1 with modern day life and look and the ways in which WW1 acted as an engine for change in Britain (particularly regarding the role of women in society).</p>

		In the second term, pupils will begin to explore the achievements of the Ancient Egyptians. They will be encouraged to reflect on what was happening in Britain at this time and will gain a brief understanding of some of the changes to Ancient Egyptian civilisation that occurred throughout this significant period of time and how it has subsequently been organised into three main epochs (the old, middle and new kingdoms).	slavery (with reference made to previous learning e.g. slavery in Roman Britain etc.), the abolition of slavery in Europe and the legacy of slave trade in Britain today.	
<i>develop the use of historical terms</i>	BC, AD, prehistoric, tribe, sacrifice, hillfort, druid, empire	BC, AD, invade, pagan, Danegeld, Danelaw, kingdom, ancient, civilisation, pharaoh, hieroglyphics	BC, AD, empire, Asia Minor, democracy, Olympia, colony, Middle Passage, plantation, enslavement, abolition and racism	BC, AD, ancient, civilisation, ritual, scribe, codices, glyphs, empire, Triple Alliance, Triple Entente, ally, Western Front, conscription
<i>regularly address and sometimes devise historically valid questions about change, causes, similarity and difference, and significance</i>	<i>Each history unit will be based around an enquiry question. At the end of each lesson, pupils will consider how the information that they have learned that session has helped them get closer to answering the question with specific time being given to enable pupils to do this and to add to their history working wall. At the end of the unit, pupils will answer the question as an assessment task, giving them an opportunity to demonstrate what they have learnt that term. (A pre-assessment task will also be used at the beginning of each unit to show progress.)</i>			
	How did life change during prehistoric Britain? What effect did the Roman Empire have on Britain?	How did the Anglo-Saxons and Vikings struggle for the kingdom of England? What were the achievements of the Ancient Egyptians?	Why was the Ancient Greek Empire so successful? How was Bristol involved in the transatlantic slave trade?	Who were the Maya and where did they live? What was life like in Britain during WW1?

<p>construct <i>informed responses</i> that involve thoughtful selection and organisation of relevant historical information</p>	<p><i>Pupils will construct informed responses about:</i></p> <ul style="list-style-type: none"> - what humans needed for survival in the Stone Age - why the Romans built new roads in Britain - when, how and why Hadrian's Wall was constructed - the religious beliefs of the Romans - the use of Roman baths 	<p><i>Pupils will construct informed responses about:</i></p> <ul style="list-style-type: none"> - the Viking raids, the actions of King Ethelred II and the introduction of Danegeld - key aspects of the Viking way of life - the process of mummification - the powers of different ancient Egyptian gods 	<p><i>Pupils will construct informed responses about:</i></p> <ul style="list-style-type: none"> - how empires grew and the outcomes of Greek political systems - the impact of Greek culture on society today - what life was like for slaves aboard the Middle Passage - the lasting effects of slavery in Britain 	<p><i>Pupils will construct informed responses about:</i></p> <ul style="list-style-type: none"> - the religious beliefs and practices of the Maya people - how the Maya invented and used their calendars and number system - what life was like in the trenches during WW1
<p>understand how our knowledge of the past is constructed from a <i>range of sources</i></p>	<p>Prehistoric Britain Pupils will consider different theories about the building of Stonehenge. Pupils will consider why some of our knowledge about Iron Age Druids could be unreliable.</p> <p>Roman Britain Pupils will examine images of the archaeological remains of Roman roads, Hadrian's Wall and Roman baths.</p>	<p>Anglo-Saxons/ Vikings Pupils will consider 'eyewitness accounts' of the invasion of the Vikings and consider their reliability. Pupils will look at images of Anglo-Saxon coins etc. and consider their significance.</p> <p>Ancient Egypt Pupils will examine diary entries, images and video footage regarding the discovery of Tutankhamun's tomb.</p>	<p>Ancient Greeks Pupils will observe images of Greek vases and consider what they teach us about life in Ancient Greece. Pupils will examine first-hand accounts (e.g. Xenophon, Socrates), handle artefacts and listen to a summarised version of 'The Trojan War' by the famous Greek writer, Homer, considering how opinions towards history can change over time.</p>	<p>Maya Civilisation Pupils will use a range of sources to find out about the Maya cities and some of the people who explored and documented them.</p> <p>WW1 Pupils will examine what photographs tell us about life in the trenches and on the home front during WW1. Pupils will consider what diary entries and poems teach us about people's experiences during WW1.</p>

		<p>Pupils will observe images of artefacts and consider what they teach us about Ancient Egyptian life.</p> <p>Pupils will look at images of the Rosetta Stone and consider its importance in regards to deciphering hieroglyphics.</p>	<p>Slave Trade</p> <p>Pupils will look at entries from the logbook of The Black Prince, a Bristol slave ship. They will discuss transcripts from slaves e.g. Olaudah Equiano, slave traders, plantation owners and abolitionists e.g William Wilberforce</p>	<p>Pupils will look briefly at propaganda used during the war and consider the messages that the government was trying to promote.</p>
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