

## History progression of Knowledge KS2 2023-24

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3						
<b>Topic</b>	Stone Age to Iron Age		Roman Empire			Roman impact on Britain
Retrieval	To know what is meant by BC and AD		Celtic migration and expansion through Europe and Britain Use of Iron tools and weapons.			Iron Age Celtic life in Britain, Hillforts Roman life and key inventions.
Chronology	To be able to put the Palaeolithic, Mesolithic and Neolithic eras in order. To understand approximately that; -End of the Palaeolithic was 10000 years BC. -Mesolithic was 10000-5000 years BC -Neolithic was 5000-3000 years BC -Bronze age was 3000 years BC -Iron Age was 800 years BC		To be able to put the Roman era on a timeline and know it came after the Iron Age and at the time of Jesus birth, - 500BC to 500AD			To know that when the Romans invaded Britain in AD43 it ended the Iron Age. -That it took nearly 50 years to control the country and some of the reasons it took so long. - That control of Britain lasted 50AD - 400AD

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<p>People, events and significance</p> <p>Change and continuity</p> <p>Cause and consequence</p>	<p>-Iron Age ended when Romans invaded in 4-6AD</p> <p>Palaeolithic era is known about through use of fossil evidence and cave art. People lived in caves, were hunter-gatherers, had basic animal skin clothes and stone tools and weapons. Mesolithic people were nomadic hunter-gatherers with basic tent shelters and flint tools and weapons. Neolithic people became farmers, domesticated animals and dogs and were building villages and</p>		<p>To know the story of the founding of Rome and about Romulus and Remus.</p> <p>-To know that early on Rome was ruled by Kings, before it became an Empire ruled by an Emperor.</p> <p>-To know who Julius Caesar was and his role in expanding the Empire and an early unsuccessful invasion of Britain.</p> <p>-That Roman Empire expanded by invading and conquering other tribes, lands and peoples and be able to give examples.</p> <p>-That it fought the Celtic peoples for dominance of Europe.</p>			<p>-To know who Emperor Claudius was and why he ordered the invasion of Britain</p> <p>-To know who Boudicca was and the events surrounding the revolt.</p> <p>_ Understand why the revolt failed.</p> <p>-To understand the organisation of the Roman army and training of its soldiers, to understand why it was so successful against tribal warfare.</p> <p>-To know where in the country the Roman invasion landed and how</p>

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	<p>sites like Stonehenge and Skara Brae.</p> <ul style="list-style-type: none"> <li>-Know that Stonehenge was an important site due to its construction and was used for large gatherings at summer solstice and midwinter.</li> <li>-Bronze knowledge was introduced to Britain by trade.</li> <li>-Bronze was made from copper and tin, stronger than stone tools and was mined from the ground.</li> <li>-Iron introduced 800BC with influx of Celtic tribes, was made by smelting ore. Could produce strong, plentiful tools and weapons.</li> </ul>		<ul style="list-style-type: none"> <li>-That the Roman Empire spread across three continents; Europe, Asia and Africa.</li> <li>-To understand the technical knowledge of the Romans to build sewers, aqueducts, baths, roads and theatres that still survive today and evidence from the ruins of Pompeii and Ephesus</li> <li>-To understand aspects of Roman life such as food and entertainment, racing and gladiators.</li> <li>-To use their knowledge to identify and compare similarities in modern life to the Romans.</li> <li>-To understand the impact of the Romans on the modern world.</li> </ul>			<p>Kent/SE has been the site of many invasions.</p> <ul style="list-style-type: none"> <li>- To understand the changes to life in Britain due to the Romans and their impact on modern Britain from locations of cities and towns, road networks, to town planning and infrastructure- sewers, water, theatres, stadiums, plazas, statues, monuments.</li> <li>-To understand the extent of Roman control of Britain and why Hadrian's wall was built to keep out Pict attacks.</li> </ul>

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	- People lived in tribes and formed villages and hillforts for protection.					
Conceptual Vocabulary	King, Queen, settlement, migration, trade, agriculture		King, Kingdom, Empire, Nation, invasion, resistance, settlement, agriculture, trade, tax			King, Kingdom, Empire, Nation, invasion, resistance, settlement, agriculture, trade, tax
Topic Vocabulary	Palaeolithic, Mesolithic, Neolithic, fossil, nomadic, bronze, iron, smelting, ore, hunter, gatherer, wattle, daub		Emperor, Republic, armour, tactics, legion, Colosseum, mosaic, sewers, aqueduct, baths			Emperor, armour, testudo, tactics, legion, sewers, aqueduct, revolt, Hadrian's wall
NC Links	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>-Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms,</li> </ul>		<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42 and the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, for example, Boudicca</li> <li>- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture</li> </ul>			<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42, the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, for example, Boudicca</li> <li>- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology,</li> </ul>

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	farming, art and culture		and beliefs, including early Christianity			culture and beliefs, including early Christianity
<b>Builds on to</b>	Later in Year 3, Children learn about Roman expansion across Europe against the Celts, the invasion of Britain that ended the Iron Age and Celtic way of life.		Impact of Roman invasion of Britain, changes to Celtic way of life, introduction of new inventions; road system, sewers, towns and how this still impacts our lives today.			Learning about Saxon and Viking invasions across Europe and Britain due to power vacuum following the collapse of Roman Empire.
	<p>Progression in Key stage 2.</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>- Spotting broad differences in time such as then/now; before/after.</li> <li>- Spotting broad differences in place such as here/there and them/us.</li> <li>- Observing quite small details in sources - written, pictorial and artefacts.</li> <li>- Producing family trees.</li> <li>- Drawing some conclusions about sources.</li> <li>- Distinguishing differences in sources such as between a picture and a photograph.</li> <li>- Gathering information from two or three sources.</li> <li>- Grasping the essentials of a whole story, including the significant events and personalities.</li> <li>- Understanding why somebody may have wanted to do something.</li> <li>- Understanding what may have happened as a result of an event or action.</li> <li>- Sequencing five or six objects.</li> </ul>					

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Year 3						
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Year 4						
Topic		Mayans	Dickensian Times		The Egyptians	The Egyptians
Retrieval		Retrieval of Roman numeral system to give insight into unique numeracy systems.	Three Queens Yr 1 A boy called Dickens Yr 2 Victoria was Queen, child workers		Stone Age to Iron Age for events in Britain during this time period -3000BC Stonehenge -3000BC Bronze Age -800AD Iron Age -From 400BC Rise of the Romans	Remember key events in life of Ancient Egyptians -pyramids -burial rituals -River Nile -Pharaohs
Chronology		To understand the timeline of the Mayan civilization and key European events between 250AD-1697AD -Romans leave Britain 400AD -Battle of Hastings 1066AD -Henry VIII 1509AD -Great Fire of London 1666AD.	To understand the timeline of Dickens life 1812-1870AD and some important events in his lifetime. To create timeline of events. -Stephenson's Rocket 1829 -Queen Victoria 1837 -Industrial revolution up to 1840		Show the major events of Ancient Egypt on a timeline - Farming by the Nile and settlement. - First Pharaoh - building of the pyramids -Control by Alexander the Great -Cleopatra and control by Roman Empire	To know about the great age of exploration and discovery of Tutankhamun's tomb in 1922

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<p>People, events and significance</p> <p>Change and continuity</p> <p>Cause and consequence</p>		<p>These have been covered as subjects previously and children know about them</p> <p>To know where the Mayan civilization was based.</p> <p>To understand their lifestyle and agricultural system.</p> <p>Reliance on Maize, squash and beans how they adapted farming depending on geography.</p> <p>_What did Mayans eat and create a Mayan menu.</p> <p>How do we know about the Mayans from ruins, buildings and artefacts- Chichen Itza and Mayan writing from codex and artefacts.</p> <p>What were Mayan religious beliefs</p>	<p>-To know who Stephenson was and how his Rocket steam powered train impacted Britain.</p> <p>-To know who Isambard Kingdom Brunel was, his achievements and impact on Britain.</p> <p>-What did he build</p> <p>- Birth of the railways</p> <p>- Kent railways built down to Broadstairs, used by Dickens and how he was injured in a train crash.</p> <p>-How Britain changed during the Industrial revolution from agricultural to industrial society, growth of cities and child workers.</p> <p>-Impact of steam and Railways and contrast with prior transport systems.</p>		<p>To know the significance of the river Nile to Egyptian life, farming cycles, building monuments and longevity of the Empire.</p> <p>Discovery of the Rosetta stone and how it helped us understand hieroglyphs</p> <p>To understand the importance of the Afterlife to Egyptians.</p> <p>- Religious links to Anubis and Maat</p> <p>-understand the process of embalming and mummification</p> <p>- use of Shabti and Canopic jars</p>	<p>-To know who Tutankhamun was and why he was entombed in Valley of the Kings</p> <p>-To know who Howard Carter was and the events surrounding the discovery of the tomb.</p> <p>-That Tutankhamun was significant because his tomb was intact and showed an example of burial rituals and wealth</p>

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3		<ul style="list-style-type: none"> <li>- Creation story</li> <li>- Gods</li> <li>- Xel, Kulkan</li> <li>- Underworld</li> <li>- Sacrifice</li> </ul> <p>To know about Mayan number system and calendars.</p> <p>To understand the importance of the Mayan ball game/the Eternal Twins and how it linked with their beliefs, gods and religion.</p>			To understand why Pharaohs were put in tombs and not pyramids	
<b>Conceptual vocabulary</b>		Agriculture resistance Empire Invasion King Queen Migration Religion sacrifice settlement colony	King/Queen Kingdom Empire Nation Trade Agriculture		King/Queen Kingdom Empire Nation invasion resistance settlement agriculture religion	King/Queen Kingdom Empire Nation religion
<b>Topic vocabulary</b>		Cenote pyramid ball game Maya Mayan Caribbean rainforest tribes maize squash beans	Industry invention engineering architecture Society		Egypt Egyptian desert Nile inundation Canopic jars embalming hieroglyphics mummification papyrus Pharaoh pyramid	Cartouche embalming hieroglyphics mummification Pharaoh sarcophagus shabti tomb Tutankhamun

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Year 3						
					sarcophagus shabti shaduf tomb	
NC links		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, The Mayans	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and <b>Queen Victoria</b> , Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, <b>Mary Seacole</b> and/or <b>Florence Nightingale</b> and Edith Cavell] - A significant turning point in British history, for example, <b>the first railways</b> 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; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China	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; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China
Builds onto			Inspirational figures Yr 5 Impact of Dickens Yr 6		Ancient Greece Yr 5	

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Year 3						
	<p>Progression in Key stage 2</p> <p>Year 4</p> <ul style="list-style-type: none"><li>- Some grasp of more complex time terms such as ancient, modern.</li><li>- Detecting continuity.</li><li>- Producing timelines.</li><li>- Sequencing seven or eight objects.</li><li>- Linking cause and effect.</li><li>- Offering a reasonable explanation for some events.</li><li>- Asking a variety of questions.</li><li>- Simple deductions and inferences.</li><li>- Arranging and expressing information in short paragraphs.</li><li>- Making some comparisons across events and periods.</li><li>- Simple evaluation of some evidence.</li><li>- Reading and comprehending a range of sources.</li></ul>					

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Year 5						
Topic				Anglo-Saxons and Vikings		Ancient Greece
Retrieval				-End of Roman era and lifestyle of native Britons -tribal kings and kingdoms.		-Ancient Egypt and how they were controlled by Greece under Alexander the Great
Chronology				-To know that the Saxon and Viking era was between the Romans and Tudors. - To know that this period lasted from 500AD- 1066 and The Battle of Hastings.		To place Ancient Greek civilization on timeline with Egyptians and before Romans.
People, events and significance				-To know that High King Vortigern invited the Saxons to Briton to protect from Pict attacks. -To Know that Hengist and Horsa landed in Kent and it became the first Saxon kingdom. That they brought families and settled		To know some of the Ancient Greek philosophers; Hippocrates, Plato, Socrates and there impact on modern thinking. To know who Alexander the Great was and what he achieved during his lifetime.

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<p>Change and continuity</p> <p>Cause and consequence</p>				<p>leading to a round of tribal migration, invasion and settlement forming 7 Saxon Kingdoms.</p> <p>-How Vikings attacked Lindisfarne in 793AD, leading to further Viking invasion and war with Saxons.</p> <p>To know that King Alfred became king, introduced measures to fight them and defeated Vikings in 871AD.</p> <p>First Viking king of England was Canute leading up to Edward the Confessor in 1066.</p> <p>-That William of Normandy, Harald Hadrada and Harold I all fought for the crown of England - finally won by William and the Norman invasion at the Battle of Hastings in 1066.</p>		<p>Be able to describe social differences between Athens and Sparta.</p> <p>To understand the impact Ancient Greece had on the Romans as a role model of success.</p> <p>To know some of the figures in the Greek Pantheon and recognise them from modern literature and films. Are there recurring themes for the purpose or role of god figures?</p> <p>Eg Zeus, Hades, Apollo...</p>
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				-That these events are recorded on the Bayeaux Tapestry		
<b>Conceptual vocabulary</b>				King/Queen Kingdom Nation Invasion Resistance Settlement Agriculture Religion Monastery Law Tax Punishment Trade		Democracy King/Queen Kingdom Nation Invasion Resistance Settlement Agriculture Religion Trade
<b>Topic vocabulary</b>				Romans Picts Angles Saxon Jutes mercenary battle Wessex Kent Viking Bayeaux Danegeld Danelaw Norman		Alexander Athens Sparta Troy Plato Socrates Hippocrates Zeus Persia Egypt
<b>NC links</b>				Britain's settlement by Anglo-Saxons and Scots -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		Ancient Greece – a study of Greek life and achievements and their influence on the western world

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				<ul style="list-style-type: none"> <li>- Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>Viking raids and invasion</li> <li>- resistance by Alfred the Great and Athelstan, first king of England</li> <li>- further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul>		
<b>Builds onto</b>						
	<p>Progression in Key stage 2 Year 5</p> <ul style="list-style-type: none"> <li>- Re-telling a story from the viewpoint of somebody involved.</li> <li>- Using period labels.</li> <li>- Producing and making use of multi-dimensional timelines.</li> <li>- Using timescales when referring to changes.</li> <li>- Using new time terms, e.g. modern, contemporary, ancient.</li> <li>- Matching dates to people and events.</li> <li>- Grasping different types of change and how the change has taken place.</li> <li>- Using the language of probability when offering reasons and results.</li> <li>- Explaining a strange attitude or decision that somebody has made.</li> <li>- Showing some grasp of the thoughts and feelings of others.</li> <li>- Making inferences about the viewpoints of others.</li> <li>- Identifying more than one cause and effect for actions.</li> <li>- Offering some reasons for different versions of events.</li> <li>- Producing accounts of three or four paragraphs.</li> </ul> <p>Organising and planning display</p>					

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Year 6						
<b>Topic</b>	World at War	Battle of Britain	Impact of Dickens			
Retrieval	<p>What do children know about WWI or WWII from popular culture, books or films. Do they understand any of the reasons behind the conflicts.</p>	<p>To recall the facts behind the outbreak of WWII and know some of the main figures involved. Chamberlain, Stalin, Hitler and Mussolini and which country they led.</p> <p>To recall that the BEF was evacuated from Dunkerque and France was invaded and conquered by Nazi Germany.</p>	<p>A Boy called Dickens Yr 2</p> <p>Dickensian Times Yr 4</p> <p>Who was Dickens, What did he do, name some of his books, What was happening during his lifetime, Who was on the Throne, How long ago did this happen?</p>			
Chronology	<p>To understand when WWII started and how long ago this conflict finished. 1939-1945 and finished approximately 75 years ago and only a few remaining soldiers are still alive.</p>	<p>To understand the time of year the Battle of Britain occurred and how long it when on for; from July to October 1940</p> <p>To understand what the Battle of Britain was and why Luftwaffe were bombing Britain. And how they were using rivers to navigate.</p>				

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People, events and significance		<p>-local area links with Swale/ Thames estuary and targets in Sheerness docks, Chatham naval base and East end ports Hellfire air defence battery.</p>				
Change and continuity	<p>To understand that Hitler was in charge of Germany with the Nazi party and they were regaining lands lost in WWI and the Treaty of Versailles.</p>	<p>-How Kent is a typical site for invasions and conflict.</p>				
Cause and consequence	<p>-Chamberlain had tried to appease Hitler by giving him things he wanted to prevent war. - Hitler invaded Poland with</p>	<p>What happened at home during this period - Home life; Anderson shelters, rationing, Dad's Army and evacuation of children from conflict zones.</p>				

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	<p>cooperation of Stalin and Russia</p> <p>-Britain and France declared war on Germany. For months nothing happened as countries prepared for war Britain sent an army to France (BEF)</p> <p>-Germany invaded through Belgium using Blitzkrieg (Lightning war with planes and tanks not trenches like WWI)</p> <p>-French were defeated and BEF was cut off and evacuated through Dunkerque in Operation Dynamo by civilians in boats and small ships.</p>					
<b>Conceptual vocabulary</b>	Resistance Empire invasion King Nation	Resistance Empire invasion King Nation trade				
<b>Topic vocabulary</b>	Appeasement, Phoney, allies	Anderson shelter, Blitz, bombers, fighters, RAF,				

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	blitzkrieg Luftwaffe treaty Nazi	Luftwaffe, Hurricane, Spitfire,				
<b>NC links</b>	A significant turning point in British history, for example, the first railways or the Battle of Britain	A significant turning point in British history, for example, the first railways or the <b>Battle of Britain</b>	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			
<b>Builds onto</b>	Battle of Britain Yr 6 Term 2					
	<p><i>Progression in Key stage 2</i> <i>Year 6</i></p> <ul style="list-style-type: none"> <li>- Grasping that society is more than a series of unrelated activities.</li> <li>- Detecting change and continuity, and commenting on these, e.g. rates of change, types of change, idea of progress and regress. Expanding usage of dates, periods, eras, including terms such as BC, AD.</li> <li>- Sequencing ten objects.</li> <li>- Identifying and applying different causes and effects.</li> <li>- Analysing the motives of individuals and groups. Explaining the beliefs of others, including some that are conflicting.</li> <li>- Using a range of sources in an investigation. Linking aspects of history across a period. Offering comparisons and contrasts across more than one period of history.</li> <li>- Engaging in an independent investigation. Checking the accuracy of depictions and interpretations.</li> </ul> <p><i>Producing accounts of four or five paragraphs, including sub-headings.</i></p>					