



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: History



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of Historical knowledge and skills across the year groups.

National Curriculum		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.		Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain’s settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; • 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.	
	NC	Year 2	Year 3	Year 4	Year 5

Chronological Skills and Knowledge		- Sequence events / artefacts / historical figures on a time-line using dates. - Use dates and terms to describe events	- Understand the concept of change over time, representing this, along with evidence, on a timeline. - Use dates and terms to describe events. - Sequence events, artefacts and historical figures on a time-line using dates.	- Describe the main changes in a period of history. - Use dates and times accurately when describing events. - Identify periods of rapid change in history and contrast them with times of relatively little change	- Use dates and terms accurately when describing events. - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural.) - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time-line.
		- To locate ancient Egypt in time and place, sequencing key events on time-line - To spot anachronisms in a scene of River Nile - The changes in Prehistoric Britain from the Stone Age to the Iron Age - When Rome was established, why the Romans invaded Britain and what changes did they bring	- Place key events of Anglo Saxons on time-line, using appropriate vocabulary - Sequence the events of the coming of Christianity to Britain - That Vikings and Anglo-Saxons struggled for control of Britain - How Mayan civilisation developed over time	- Place on timeline key world events going back to prehistoric times to today - Use appropriate language, noting differing time spans between key events - The chronology of Victorian Britain, noting huge changes in the period compared to other times - How crime and punishment has changed from the Normans to today	- How did map of Europe change between 1918 and 1940 - Sequence significant events in Germany that led to WWII - How Burnham-on-Sea was affected by the Second World War - Developments in Ancient Greece and how they impact us today
Key Vocabulary:		History, time-line, dates, BC & AD, Chronology, past, Historic, Pre-historic, Ancient, decade, century	History, time-line, dates, BC & AD, Chronology, past, Historic, Pre-historic, Ancient, decade, century	History, time-line, dates, BC & AD, Chronology, past, Historic, Pre-historic, Ancient, decade, century, chronological	History, time-line, dates, BC & AD, Chronology, past, Historic, Pre-historic, Ancient, decade, century, chronological
At Greater Depth children should: have a firm understanding concept of BC and AD, e.g. in BC times they couldn't have called the year 380 BC. Grasp that there can be long phases in history where little change might happen in a society, then short periods where huge change occurs, confidently use the vocabulary related to chronology					

Investigate and interpret the past

• Use evidence to ask questions and find answers about the past • Use more than one source of evidence for historical enquiry to gain a better understanding of history • Suggest causes of some of the main events in history •	• Describe different accounts of a historical account, explaining why some might differ • Use evidence to ask questions and find answers about the past. • Suggest suitable sources of evidence for historical enquiries. • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices. • Show an awareness of the concept of propaganda. • Use sources of information to form hypothesis about the past. • Understand that no single source of evidence gives the full picture of the past.	• Use sources of information to form testable hypothesis about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
• What evidence do we have about the Ancient Egyptians and their culture • How do we know how Stone Age people lived? • How and why was Stone Henge built? • Why did the Romans come to Britain? • Is the way that the Romans portrayed Boudicca accurate? •	• What clues do the objects found at Sutton Hoo tell us about their owners • Use sources of evidence to explore Anglo Saxon village life • What do we know about the coming of Christianity to Britain • What evidence do we have about crime and justice in Anglo Saxon times • Saxons and Vikings to be planned*** • Mayans **	• What can paintings and photographs tell us about Queen Victoria and what inferences can we make • How do we know what life was like for Victorian children – what sources of evidence do we have • What can photographs tell us about life for Victorian children? • What does the evidence show us about life in the Workhouse? • Compare life at school in Victorian times to today • Why might factory owners portray a certain image of what life was like for children who worked there	• Use video clip to assess how Hitler was able to persuade so many Germans through his powerful oration • Use sources of evidence to show how Hitler used propaganda to target Jewish people • Can fiction (Rose Blanche story) be a reliable source of evidence? • Importance of Anne Frank's diary as a source of evidence • Britain in WW II** • Ancient Greeks**

Key Vocabulary		Events, causes, evidence, source of evidence, eye-witness, artefacts, archaeologist, opinion, fact	Events, causes, evidence, source of evidence, eye-witness, artefacts, archaeologist, interpretation, opinion, fact	Events, causes, evidence, source of evidence, primary evidence, secondary evidence, eye-witness artefacts, archaeologist, interpretation, propaganda, bias, opinion, fact	Events, causes, evidence, source of evidence, primary evidence, secondary evidence, eye-witness, artefacts, archaeologist, interpretation, propaganda, hypothesis, bias, opinion, fact
At Greater Depth children should: Be able to ask their own questions for a historical inquiry, select a variety of sources from which to do their research, assess them for how valid they might be and what bias may be present, and then produce their conclusions backing them up with examples of the evidence they have found. They will be able to explain why there might be more than one account of a historical event and why they might differ, and they will be able to interpret propaganda pieces, explaining what they show and what motivated the creators of the propaganda. To be able to suggest causes for events and to give detailed reasons as to which the most important causes are.					
Build an overview of history		- Give a broad overview of British life from ancient to medieval times. - Describe the social and religious diversity of past society. - Describe the characteristic features of the past, including beliefs and experiences of men, women and children.	- Give a broad overview of life in Britain from ancient to medieval times. - Compare some of the times studied with those of other areas of interest around the world. - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	- Describe the social, cultural or religious diversity of past society - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Identify continuity and change in the history of the locality of the school. - Compare some of the times studied with those of the other areas of interest around the world.	- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Identify continuity and change in the history of the locality of the school. - Describe the social, cultural or religious diversity of past society with increasing detail. - Compare some of the times studied with those of the other areas of interest around the world.

		- Why was the Nile so important to the Egyptians - How was society structured in Ancient Egypt - Who built the pyramids - What beliefs and rituals did the Egyptians have - How does Ancient Egypt compare to other advanced societies at the time - How did life change from the Stone Age to the Iron Age? - What was the Roman Empire? - What happened when the Romans came to Britain – what changed? - Why were the Romans so effective at conquering Britain?	- Why the Anglo Saxons invaded Britain, the significance of Sutton Hoo, Anglo Saxon village life, their beliefs and rituals before Christianity, the arrival of Christianity, Anglo Saxon justice and how fair is the term 'Dark Ages' for this period - Saxons and Vikings to be planned*** - Crime and Punishment***	- Who was Queen Victoria - What was life like for children in Victorian times, including: differences between rich and poor, the Workhouse, children at work, schooling - the legacy of Lord Shaftesbury - How Burnham-on-Sea changed in Victorian times to attract tourists	- Identify the reasons Hitler came to power - Understand how and why Jews were persecuted in Nazi Germany - Learn about the life of Anne Frank - Britain in WW II** - Ancient Greeks**
Key Vocabulary:		historical figures, Britain, British, Religion, conquer, rebellion, invasion, change, continuity, empire, effects	historical figures, Britain, British, Religion, conquer, conquest, rebellion, invasion, change, continuity, peasantry, Christianity, church, monk, effects, village, settle, settlement	historical figures, Britain, British, religion, social, politics, political, culture, cultural, conquer, significant, change, continuity, characteristics, beliefs, attitudes, legacy, monarchy, reign, empire, democracy, government, parliament, prime-minister, church, effects, civilisation,	historical figures, Britain, British, empire, religion, church, social, politics, political, culture, cultural, conquer, significant, change, continuity, characteristics, beliefs, attitudes, legacy, democracy, dictatorship, council, government, parliament, prime-minister, effects, civilisation
At Greater Depth children should: Be able to demonstrate a firm understanding of the topics they have studied and to be able to find links and comparisons between different societies, e.g. Anglo Saxon England and the Mayan culture. To be able to show how people experienced life in different cultures with reference to religious beliefs, how society was organised, the importance of the development of democracy and how British society changed and developed from the Stone Age through to the Saxon and Viking times. They will be able to demonstrate important changes in local history, showing a detailed understanding how Burnham-on-Sea changed in Victorian times and why it did so					

		• Use appropriate historical vocabulary to communicate, including: dates, change, chronology • Communicate knowledge and understanding in a variety of ways - discussions, labelled diagrams, writing, computing.	• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, century, decade. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • Use different ways to present information and ideas.	• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. • Use original ways to present information and ideas.
Key Vocabulary:		Communicate, communication, articulate, present, presentation, power-point, document, word-process, label, annotate, diagram, mind-map, notes, graph, chart, table, drama, technology, video, photograph			
At Greater Depth children should: Be able to present their work and findings clearly and confidently in a range of different ways, from posters, written reports, mind-maps, drama and presentations, to use of technology, showing innovation and creativity					

Topic specific Vocabulary:		Egypt: Egypt, Egyptian, Nile, pyramid, Sphynx, embalmmment, mummification, civilizations, BC, Pharaoh, papyrus, Sarcophagus, hieroglyphics, tomb, archaeologist, hierarchy, hierarchical, labour, slave, farmer, myth, god, goddess	Anglo Saxons: Invasion, Kingdom, Great Britain, Anglo-Saxons, Angles, Jutes, country, Europe, Saxons, Settlement/settler, peasant, peasantry, migration, timeline,	Victorian Britain: Queen, Monarch, reign, mourning, marriage, empire, poverty paupers, workhouse, dormitory, master, matron, scriptures, factory, chimney sweep, coal mine, cotton mill, labour, education, schooling, compulsory, attendance, discipline, dunce cap, philanthropist, Reform(er), parliament, government, Factory Acts, Dr Barnado	World War II – Nazi Germany: First World War, Treaty of Versailles, borders, Remuneration, Hitler, Nazis, landlocked, annexation, ‘Mein Kampf’, Depression, bankrupt, poverty, Jew. Jewish, persecution, ghetto, holocaust, Fuhrer, Star of David, Gestapo
		Stone Age to Iron Age: Hunter gatherer, farming, nomadic, settlement *****	Century, AD tomb, burial, pagan, Christianity, monk, preaching crosses, Christening, burial chamber, mourner, justice, guilty, innocent, priests, tithing, consecrated (blessed) bread, Wergild, treason, hue and cry, fine, punishment, blood feud, shillings		World War II – Britain at war: rationing, shelter, evacuation, gas mask, Battle of Britain, bomb, air raids,
		Romans in Britain: Legion, legionary, centurion, amphitheatre, gladiator, gladius, plated armour, *****	Vikings: longship,	Crime and Punishment: justice,	Ancient Greeks: democracy, council,
			Ancient Mayans: pyramid,		