PROGRESSION IN HISTORY

|  |  |
| --- | --- |
| **KEY STAGE 1** | |
| **NATIONAL CURRICULUM OBJECTIVES** | **AREAS TO BE COVERED** |
| * Develop an awareness of the past, using common words and phrases relating to the passing of time. * Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. * Use a wide vocabulary of everyday historical terms. * Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. * Understand some of the ways in which we find out about the past and identify different ways in which it is represented. | * Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. * Events beyond living memory that are significant nationally or globally (eg. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. * 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, eg:   - 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   * Significant historical events, people and places in their own locality. |

|  |  |  |
| --- | --- | --- |
| **KEY STAGE 2** | | |
| **NATIONAL CURRICULUM OBJECTIVES** | **AREAS TO BE COVERED** | **EXAMPLES (Non-statutory)** |
| * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods of study. * Note connections, contrasts and trends over time and develop the appropriate use of historical terms. * Address and devise historically valid questions about change, cause, similarity and difference, and significance. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources. | Changes in Britain from the Stone Age to the Iron Age | * Late Neolithic hunter-gatherers and early farmers, eg. Skara Brae * Bronze Age religion, technology and travel, eg. Stonehenge * Iron Age hills forts: tribal kingdoms, farming, art and culture |
| The Roman Empire and its impact on Britain | * 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, eg. Boudica * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity |
| Britain’s settlement by Anglo-Saxons and Scots | * Roman withdrawal from Britian 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 Lindisfarne |
| The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor | * Viking raids and invasions * 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 | * A depth study linked to one of the British areas of study listed above * A study over time tracing how several aspects of 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 | * 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 20th 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, eg. the first railways/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 | |