

**Scholar Green Primary School**  
**History Progression Model**

	Knowledge	Skills	Vocabulary
<b>3</b>	<p>To know the changes in Britain from the Stone Age to the Iron Age.</p> <p>To know the achievements of the earliest civilizations.</p> <p>To know where and when the first civilizations appeared and an in depth study of: Ancient Egyptians.</p> <p>To know the difference between primary and secondary sources.</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> <li>• To understand the term chronology.</li> <li>• To place events in chronological order.</li> <li>• To begin to develop an understanding of duration.</li> <li>• To be able to discuss links with other civilisations and time periods.</li> </ul> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• To make deductions about the past from a source.</li> <li>• To use more than one source of evidence at once.</li> </ul>	<p><u>Communicate Historically</u></p> <p>As in KS1 plus:</p> <ul style="list-style-type: none"> <li>• Dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology</li> <li>• chronological</li> <li>• primary/secondary source</li> <li>• prehistoric</li> <li>• century</li> <li>• decade</li> </ul> <p><b>Changes from the Stone Age to Iron Age Britain</b></p> <p>temporary/ permanent</p> <p>Palaeolithic</p> <p>hunter-gatherers</p> <p>Mesolithic</p> <p>Neolithic</p> <p>early farmers/ farming</p> <p>Deforestation</p> <p>Skara Brae</p> <p>Bronze Age</p> <p>Stonehenge</p> <p>Iron Age hill forts</p>

			tribal kingdoms  <b>Achievements of the earliest civilizations</b> civilizations irrigation Ancient Egypt; Mummification Pyramid
<b>4</b>	<p>To know about Ancient Greek life. To know their achievements and their influence on the western world.</p> <p>To know the impact of the Roman Empire on Britain.</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> <li>• To understand the concept of change over time.</li> <li>• To use dates and terms to describe events.</li> <li>• To understand concept of BC and AD.</li> <li>• To have a clear understanding of duration between events.</li> </ul> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• To make deductions and justify with evidence.</li> <li>• To be able to identify explicit and implicit evidence from a source.</li> <li>• To suggest suitable sources of evidence for an enquiry.</li> <li>• To give reasons for and results of events and changes.</li> </ul>	<p><u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> <li>• deduce</li> <li>• justify</li> <li>• continuity</li> <li>• explicit evidence</li> <li>• implicit evidence.</li> </ul> <p><b>Ancient Greece</b>  western world  Democracy  Philosophy  Olympic Games  Athens  Parthenon  Acropolis</p> <p><b>Roman Empire and impact on Britain</b>  Julius Caesar  Claudius  invasion  Conquest</p>

			resistance Boudica Romanisation Hypocaust Viaduct /aquaduct Gladiator Coliseum Amphitheatre Hadrian's wall
5	<p>To know about Britain's settlements by Anglo-Saxons and Scots</p> <p>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To know about a non-European society that provides contrasts with British history at the same time – 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. (Choose one)</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> <li>• To understand the concepts of continuity and change over time, representing them on a timeline.</li> <li>• To identify links with other periods of study, demonstrating global perspective.</li> </ul> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>• To suggest causes and consequences of some of the main events and changes in history.</li> <li>• To show understanding that aspects of the past have been represented and interpreted in different ways.</li> </ul>	<p><u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> <li>• legacy</li> <li>• infer</li> <li>• justify</li> <li>• hypothesis.</li> </ul> <p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>Dark ages          Christian conversion Canterbury, Iona and Lindisfarne          Sutton Hoo</p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p>Raids          resistance          Danegeld</p>

		<ul style="list-style-type: none"> <li>• To begin to select and combine relevant information from different sources.</li> </ul> <p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> <li>• To use literacy, numeracy and computing skills in order to communicate information about the past.</li> <li>• To show increasing depth of factual knowledge and understanding of aspects of history and use this to describe features of past societies and periods and to begin to make links between them.</li> </ul>	<p>Alfred the Great Althelstan Edward the Confessor</p> <p><b>A non-European society that provides contrasts with British history</b> <b>c. AD 900</b> advanced civilisations <b>Early Islamic civilization</b> Baghdad Islam Prophet Muhammad Muslim mosque caliphs Golden Age astrolabes <b>Mayan civilization</b> Mesoamerica Codex Chichen Itza <b>Benin</b> Oba</p> <p><b>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> (N.B. depends on the aspect or theme selected.) long arc of time Legacy turning point</p>
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6	<p>To know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To know about local history – WW2</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> <li>• To describe the main changes of a period in history (using terms such as social, religious, political, technological and cultural).</li> <li>• To use dates and terms accurately when describing events.</li> </ul> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• To understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this (understanding bias).</li> <li>• To use sources of evidence to form deductions and hypotheses about the past.</li> <li>• To independently select relevant source material for enquiry and justify choices.</li> </ul> <p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> <li>• To make links between features within and across different periods from prior knowledge.</li> <li>• To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>	<p><u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> <li>• bias</li> <li>• reliability.</li> </ul> <p><b>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> (N.B. depends on the aspect or theme selected.)</p> <p>long arc of time Legacy turning point</p>
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