

PROGRESSION IN HISTORY

KEY STAGE 1

NATIONAL CURRICULUM OBJECTIVES	AREAS TO BE COVERED
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Elizabeth I and Queen Victoria - Christopher Columbus and Neil Armstrong - William Caxton and Tim Berners-Lee - Pieter Bruegel the Elder and L.S. 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)
<ul style="list-style-type: none"> • 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. 	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • Christian conversion – Canterbury, Iona and Lindisfarne
	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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. 	A local history study	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	