

**History Progression**

Personal/ Local

Significant People

Significant Events

Ancient Civilisations

British History

	Autumn	Spring	Summer
Y3	Local History- Wolverton (SP)	Stone Age and Iron Age	Egypt
Y4	Mayans	Ancient Greeks	(Significant People)Exploration through the ages
Y5	Romans	Vikings and Saxons, Scotts	Crime and Punishment (SP)
Y6	World at War (SP)	Through the centuries (themes)	Local Study MK

	3	4	5	6
Chronology	<p><b>National Curriculum</b></p> <p><b>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.</b></p>			
	<p><i>Use words and phrases; during, CE/BCE, BC, Prehistoric, Ancient, century and decade.</i></p> <p><i>Can talk about the past in terms of periods; Stone Age, Egyptian.</i></p>	<p>Use words and phrases; during, century, decade, CE/BCE, BC, Prehistoric, Ancient, AD, after, before</p> <p>Can talk about the past in terms of periods; Stone Age, Egyptian, Greek, Roman</p>	<p>Use words and phrases; during, century, decade, CE/BCE, BC, Prehistoric, Ancient, AD, after, before, era, period</p> <p>Can talk about the past in terms of periods; Stone Age, Egyptian, Greek, Roman, Viking, Saxon, Scott, Mayan</p>	<p>Use words and phrases; during, century, decade, CE/BCE, BC, Prehistoric, Ancient, AD, after, before, era, period, today, modern as reference points and describe chronology of history studied throughout TMA.</p>

	<p><i>Begins to realise that Ancient means thousands of years ago</i></p> <p><i>Is beginning to talk about two periods of time in one idea, eg Archaeologists today have discovered evidence of Stone Age settlements in Milton Keynes</i></p> <p><i>Continue to develop understanding of CE and BCE and the meaning of year labels, eg, 1066- 1066 years since the common era began. 345BCE, 345 years before the common ear began</i></p>	<p>Realises that Ancient means thousands of years ago Can to talk about three periods of time in one idea, eg Archaeologists <b>today</b> have discovered further evidence of <b>Mayan</b> artefacts support the ideas developed in the <b>mid 20<sup>th</sup> century.</b></p> <p>Have an embedded understanding of CE and BCE and the meaning of year labels, eg, 1066- 1066 years since the common era began. 345BCE, 345 years before the common ear began</p>	<p>Uses a range of time markers within, as well as between, periods, e.g. towards the end of the Mayan civilization, at the start of the Roman invasion.</p> <p>Sequences historical periods studied</p> <p>Identifies changes within and across historical periods</p>	<p>Divides recent history into: present using 21<sup>st</sup> century and past using 19<sup>th</sup> and 20<sup>th</sup> century.</p> <p>Describes main changes in a period in history using words such as political, religious, social, technological and cultural.</p> <p>Can successfully match simple iconic images to each period studied.</p> <p>Can make links between three periods in history: comparing and spotting similarities and differences.</p>
<p>Timelines</p>	<p>Uses timelines to place events in order</p> <p>Timelines marked with centuries and decades Stone Age to now.</p> <p>Sequence of events is ordered on the timelines with events added in as studied.</p> <p>As each period is studied, a more focused timeline of this</p>	<p>Names and places events of significant events and people studied on a timeline.</p> <p>Identify where the periods being studied are represented on the timeline.</p> <p>Choose a suitable scale for their timeline and begin to plot the points with increasing accuracy.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Begin to create increasingly detailed timelines, deciding on the most appropriate scales. Plotting significant events and times accurately on the timeline.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in roles of men women and children, religion and daily life.</p> <p>Independently, create detailed timelines, deciding on the most appropriate scales. Plotting</p>

	<p>period is used by the children, focusing on dates of the events/ changes studied</p>			<p>significant events and times accurately on the timeline.</p> <p>Recreate a world timeline from Ancient to modern times, placing all historical periods studied in correct chronological order.</p>
<p>Historical Enquiry</p>	<p><b>National Curriculum</b></p> <p><b>Pupils 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.</b></p>			
	<p>Ask questions such as: ‘How did people...?, What did people do for ....?’</p> <p>Use printed sources, research, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Suggest sources of evidence to help answer questions.</p> <p>Begin to use the library and internet for research to support in answering questions.</p> <p>Select and record information relevant to the time period</p>	<p>Ask questions such as: ‘How did people...?, What did people do for ....? What did .... believe? What was it like for a ....?’</p> <p>Begin to understand the differences between primary and secondary sources of evidence.</p> <p>Begin to understand not all sources are as reliable as others.</p> <p>Use documents, printed sources, research (library books and the internet), pictures, photos, music, artefacts, historic buildings, art and visits to collect information about the past.</p> <p>Choose appropriate sources of evidence from a selection to help</p>	<p>Ask questions such as: ‘How did people...?, What did people do for ....? What did .... believe? What was it like for a ....? What was the legacy left by ...?’</p> <p>Use documents, printed sources, research (library books and the internet), pictures, photos, music, artefacts, historic buildings, art and visits to collect information about the past and recognise which of these are primary and secondary sources.</p> <p>Ask a range of questions about the past, particularly focusing on developing more understanding of the 4 knowledge threads.</p>	<p>Have a wide range of inquisitive and appropriate questions to draw upon when studying different time periods, seeking wider than the 4 threads of knowledge.</p> <p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness, accuracy and reliability of different sources of evidence.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Discuss the usefulness of primary and secondary sources</p>

	Be aware that archaeologists and historians use artefacts to draw conclusions about the past	answer questions and present a picture of one aspect of life in a studied period.	<p>Realise that there is not a single answer to historical questions</p> <p>Choose reliable sources of evidence to support answering a question.</p> <p>Use evidence to build up a picture of a past event</p>	<p>within context of the different time periods studied.</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together into a fluid account.</p>
Cause and Consequence	<p>Understand that events have more than one cause</p> <p>Can list several causes for one event.</p> <p>Explain slightly more complex events such as large scale events or actions of groups of people</p>	<p>Analysing actions of people in historical settings, focusing only on what one person wanted, eg why Julius Ceaser wanted to rule the Roman Empire.</p> <p>Is beginning to give a small amount of detail for each cause.</p>	<p>Identify, give reasons for and results of; historical events, situations and changes.</p> <p>Realises that events usually happen for a combination of reasons.</p> <p>Understanding that several causes need to be identified to explain some events and how these may be connected in some ways, eg one cause may be linked to another making the event much more likely to happen.</p>	<p>Starts to justify explanations rather than list causes of key events</p> <p>Explains events using a simple form of classification, eg money, religion.</p> <p>Sees consequences in terms of immediate and longer term effects and can see that people were effected differently</p>
Significance	<p>Talk about who was important during a time period studied</p> <p>Know that events and people are seen as significant because they result in change</p>	<p>Know that events, people and <b>developments</b> are seen as significant because they result in change</p>	<p>Identify historically significant people and events in situations.</p> <p>Understand and explain the reasons why people, events and developments are significant</p>	<p>Understand and explain, using evidence, the reasons why people, events and developments are significant</p>

		Can explain through oral or written explanations of why something is significant		
Communicate Historically	<p>Can provide a simple sequenced accurate sentence when narrating what happened in the past.</p> <p>Can communicate explanations rather than describing but may likely be in the form of a list of events etc.</p>	<p>Begins to sustain an answer, providing some supporting evidence</p> <p>Ideas are beginning to have some shape, though not fully structured.</p>	<p>Answers are structured and provide supporting evidence for statements made</p> <p>Can see two sides of a question and can offer both sides of the argument</p> <p>Answers are relevant to the question set</p>	

**Knowledge Progression**

	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>	<p><b>changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>a local history study- Wolverton</b></p> <p><b>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</b></p>	<p><b>the Roman Empire and its impact on Britain</b></p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p>	<p><b>Britain’s settlement by Anglo-Saxons and Scots</b></p> <p><b>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- Crime and Punishment</b></p>	<p><b>a local history study- change of MK overtime linked to census</b></p> <p><b>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- World at War, Through the centuries</b></p>

	<b>Shang Dynasty of Ancient China</b>		<b>♣ a non-European society that provides contrasts with British history Mayan civilization c. AD 900;</b>	
Roles of men, women and children	Know that Wolverton was a railway town and that it provided many men with work in the 1800's.			
Religion	Know that Bradwell Abbey has been in Milton Keynes since 1154 as a place of worship			
Daily Life	<p>Know that the Roman Villa ruin found in Bancroft Park tells us that the Romans were farmers in Milton Keynes</p> <p>Know that archaeologists have found many historical artefacts in Milton Keynes, such as a Roman Villa ruin and an Iron Age House</p>			
Legacy				