



Windermere Primary School

Progression map: History KS2

Intent: We aim to enable our children to develop a knowledge and understanding of Britain's past and that of the wider world, in order to help them understand the complexity of people's lives, the processes of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

	Year 3	Year 4	Year 5	Year 6
Skills	<p><u>Stone to Iron Age Britain</u></p> <ul style="list-style-type: none"> Place the period on a timeline in relation to major world historical periods Use dates and terms related to the passage of time: period, era, pre-historic, ancient, chronology, age, BC (BCE), AD (CE) Identify facts about ways of living and daily life including settlement Make inferences from evidence Make comparisons between historical periods of the Stone, Bronze and Iron Age. Identify reasons for and results of people's actions: Changing to farming To speculate why further change may have happened after this time <p><u>Egyptians</u></p> <ul style="list-style-type: none"> Use artefacts to answer questions about the past. Use sources of evidence such as paintings and monuments to make deductions. Distinguish between different sources- primary/secondary 	<p><u>The Roman Empire and its Impact on Britain</u></p> <ul style="list-style-type: none"> Place events from the period on a timeline in chronological order (invasions, revolts, conquering areas of Britain, settlements, Verulamium, Hadrian's wall construction, fall) Use the terms BC and AD (BCE/CE) Explain key events in the Roman invasion of Britain To explore the connection between military and cultural history To explain why there are different interpretations of the past (Boudicca and the Iceni revolt) To use various sources to piece together information about the period (primary sources including artefacts) To make simple comparison between settlements (Roman and Stone/Bronze Age) To explain the impact of the Romans on Britain including legacy <p><u>Romans in the local area</u></p> <ul style="list-style-type: none"> To use research skills to increase knowledge of the period studied 	<p><u>Britain's Settlement by Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> Place the period and events within it on a timeline using centuries Sequence key events: Migration begins, invasion, creation of kingdoms, Christianity arriving, uniting of kingdoms) Give reasons for historical events (why did the Anglo-Saxons come to Britain?) Describe changes to daily life during the period (change from Roman rule to kingdoms) and the impact on existing inhabitants Compare an aspect of life with a previous period studied (settlements and homes) Compare accounts of events from different sources and offer reasons for these (Chronicles) Give reasons to support historical argument To explore evidence for historic settlement (place names and burial finds) To describe similarities and differences between people (compare to Mayans) <p><u>Anglo-Saxon presence in the local area</u></p>	<p><u>Viking and Anglo-Saxon Struggle for the Kingdom on England</u></p> <ul style="list-style-type: none"> Place the time period on a timeline in relation to other periods studied Interpret and evaluate evidence (A-S Chronicles, scholars and other accounts) To give reasons for events and changes (Viking raids then settlement) To select and combine information from different sources (where Vikings settled and impact on Anglo-Saxon Britain) To create detailed structured accounts of the time period To use similarity and difference to explore contrasts between Viking and Saxon settlements To make links between religious and social history (Christianity, Pagan practice, Norse gods) <p><u>British History Beyond 1066: Second World War and the Battle of Britain</u></p> <ul style="list-style-type: none"> Sequence and summarise events: invasion of Poland, war declared, Battle of Britain, Blitz, D-Day, end of war. Devise questions about cause and significance of past events (Blitz, evacuation) To identify and explain propaganda

	<ul style="list-style-type: none"> Select and record information on the achievements of the Ancient Egyptians Present learning and findings in a variety of ways 	<ul style="list-style-type: none"> To recognise the work of archaeologists in helping us understand the past To explain the impact of the Romans on the local area <p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> To interpret the past from primary sources (artefacts) Begin to evaluate usefulness of different sources. Describe differences between groups of people (Athenians/Spartans, citizens/slaves) Explain the influence gods had on Ancient Greece. Use research skills to find out about historical events: Battle of Marathon, Ancient Olympic Games Present research in written form 	<ul style="list-style-type: none"> To use evidence to interpret the past (place names, earthworks and burials) To evaluate the significance of St Albans for Anglo-Saxons (St Alban and Christianity) To explore the Anglo-Saxon presence in St Albans (building of the abbey and proximity to Watling Street) <p><u>Mayan Civilisation</u></p> <ul style="list-style-type: none"> To identify primary and secondary sources. Use evidence to build a picture of daily life during this period. To describe characteristics of past peoples (games, food, gods, maths) To examine and explain reasons for changes. To describe similarities and differences between peoples (Anglo-Saxons) Record and communicate knowledge in different forms. 	<ul style="list-style-type: none"> Interpret and evaluate evidence (primary sources first-hand accounts) To explore how evidence is used to make historical claims To explain how Britain has had a major influence on world history Communicate knowledge and understanding orally and in writing To formulate questions about the past and its impact locally To interpret evidence (museum exhibits, artefacts, talks) To explain how Britain's involvement in a world event impacted locally (bombing raids, airfields, soldiers and losses).
Knowledge	<p><u>The changes in Britain from Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> Weapons and tools used during the period: hammerstones, hand axes, scrapers, awls, spears, arrows, needles. That houses were made from timber, wattle and daub, or stones with thatched straw roofs That humans changed from being herdsmen to farmers. That stone circles were used for pilgrimage, feasting, cremation sites and observing astronomical events (solstices). That evidence has to be interpreted 	<p><u>The Roman Empire and its Impact on Britain (local focus)</u></p> <ul style="list-style-type: none"> That the Roman period was a significant time in British history. That chronological order is time order That similar events occurred across Europe during the period of invasion Julius Caesar attempted invasions in 55-54BC The Roman army were powerful and successful due to their organisation and training Claudius invaded and conquered Britain in AD43 Boudicca and the Iceni resisted invasion (AD57-61) 	<p><u>Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> A chronological understanding of British history during different centuries Roman Empire collapse AD 410 Daily life for Anglo-Saxons including food, crime and punishment Anglo-Saxons lived in wooden rectangular huts Anglo-Saxons were made up of people from different tribes: Angles, Saxons and Jutes That Anglo-Saxons settled along rivers and as farmers. Place names: ing, folk, barrow, bury, ford, ham, hurst, leigh, mere, ney, port, stead, stowe, tun, wick 	<p><u>Viking and Anglo-Saxon Struggle for the Kingdom on England</u></p> <ul style="list-style-type: none"> Secure knowledge of British history as a chronological narrative Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden The beliefs of the Norse including 9 worlds: Niflheim, Muspelheim, Asgard, Midgard, Jotunheim, Vanaheim, Alfheim, Svartalfheim, Helheim That gods were important to the Vikings and their way of life. That to fight and die in battle was honourable for Vikings (Valhalla) First raid of Lindisfarne was in AD 793.

	<p><u>Egyptians</u></p> <ul style="list-style-type: none"> • Begin to understand that there are different time periods and civilisations across the world of significance globally • Ancient Egypt dates: 3100BC to 30BC • Egypt is located in North Africa and the Nile is its main river • Aspects of daily life: food, jobs, clothing, settlements • Pharaohs' influence and control of people • That the pyramids were built as monuments/tombs for the dead pharaohs • That pharaohs were placed in the tombs with their treasures and possessions • That tombs were discovered after digs and excavations and many were raided long before modern discoveries. 	<ul style="list-style-type: none"> • That Romans built villas and had bath complexes • Legacy in Britain- roads, place names and architecture • That cities such as Londinium (London) and Verulamium (St Albans) were important settlements and trade centres • Verulamium was a very important trading centre and was very important to Roman society • Watling Street was a key access route <p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> • Develop chronological understanding of world history • Period dates 800BC- 31BC • The characteristics of the city states of Athens and Sparta and conflicts between them • That citizens and slaves led very different lives • The Battle of Marathon main points • Ancient Olympic games events and purpose • Global influence and legacy: mathematics, democracy, science, philosophy, art, literature • Religion, gods and mythology 	<ul style="list-style-type: none"> • That Britain was organised into 7 kingdoms. • That the Saxon kingdoms were united to form England under Alfred the Great <p><u>Anglo-Saxons and Scots (local focus)</u></p> <ul style="list-style-type: none"> • Anglo-Saxon influence can be seen in place names in Britain today. • Place names tell us the origins of the people that lived there. • Significance Alban for the origins of the city and dedication of the abbey <p><u>Mayan Civilization</u></p> <ul style="list-style-type: none"> • To develop chronological understanding across the world (what where at similar times) • Classic period AD900 • Ancient 2600BC • Mayans lived across Central America and Southern part of Mexico • That gods and religion were important to the Maya • The importance of foods such as corn and cacao • The Maya created number system and calendar • Architectural styles differed between homes and grand buildings/temples • There are different views why the Maya collapsed: climate, war, disease, deforestation 	<ul style="list-style-type: none"> • They were looking for items to trade: gold, jewellery, foods, useful materials • Know the locations of other Viking raids and battles (Iona, York, Dumbarton, Mercia) • That Anglo-Saxons were still living in England while Vikings raided. • How Alfred the Great resisted invasion and defeated Guthrum • Vikings settled in York (Jorvik), Mercia, East Anglia and Northumbria. • That Danegeld was a payment and Danelaw allowed people to live more peacefully. • How the death of Edward the Confessor led to change again. <p><u>British History Beyond 1066: Second World War and the Battle of Britain</u></p> <ul style="list-style-type: none"> • Allied forces: France, Britain Russia (include change of sides), United States. • Axis powers: Germany, Italy, Japan • Beginning of the war was 1939. • Significant dates between 1939 and 1945 • That evacuation was sending children away from cities to be safe from bombing • Rationing was a way of sharing food fairly • What the Battle of Britain and the Blitz were, 1940-41 • That life in the countryside was very different to the city. • The part played by RAF Hendon in the war. • That bombs were dropped on St Albans and its surrounding areas during the war
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<p>Vocabulary</p>	<p><u>The changes in Britain from Stone Age to Iron Age</u> tools, bronze, iron, stone, age, forts, farm, kingdom, culture, hunter-gatherer, nomads, flint, copper, huts, hillforts, village, pre-historic, weapons, ancient, chronology, period, era, BC (BCE), AD (CE) <u>Egyptians</u> Egypt, pharaohs, pyramids, ancient, hieroglyphics, primary sources, artefacts, archaeologist, ancient, BC/BCE, Nile, Pharaoh, Sphinx, god, goddess, tomb, canopic jar, names of gods (e.g. Amun-Ra, Osiris, Isis, Horus), Cleopatra, Nefertiti, Tutankhamun, Ramses II, Khufu, Amenhotep III.</p>	<p><u>The Roman Empire and its Impact on Britain (local focus)</u> Rome, Romans, army, centurion, legion, troops, invade, invasion, conquest, conquer, governor, chariot, rebellion, Boudicca, Celts, Iceni, tribes, surrender, villas, legacy, numerals, technology, roads, gods, religion, baths, Emperor, senate, gladiator, centurion, coins, aqueduct, traders, settlement, taxes, temples, retreat, mosaic, hypocaust, amphitheatre, Londinium, Verulamium, Romanisation, Ermine Street, Watling Street, Roman baths (Welwyn), Highfield barrow, Gadebridge Roman villa, port, trade</p> <p><u>Ancient Greeks</u> Greece, ancient, gods, philosophers, democracy, Athens, legacy, Sparta, Peloponnesian wars, citizens, islands, religion, slaves, mathematicians, Olympics, Marathon, Olympus, philosophy, Aristotle, Archimedes, theatre, mythology, gods, Zeus, Athena</p>	<p><u>Anglo-Saxons and Scots</u> Romans, Anglo-Saxons, Angles, Saxons, Picts, Scots, Ireland, tribes, Angles, Jutes, Frisians, Geats, Norwegians, Franks, Wends invasion, withdrawal, settlement, kingdoms, archaeologist, discovery, hoard, village, Dark Ages, treasure, Pagan, Tiw, Woden, Thor, Frig, migration invaders, Pagan, Christianity, ing, ton, ham, ford, bury, hurst</p> <p><u>Mayan Civilisation</u> Mayans, Maya, civilisation, Mesoamerica, Mexico, archaeologist, evidence, artefacts, discovery, temple, games, cities, glyphs, trade, settlement, religion, gods, sacrifice, rainforest, collapse, architecture, deforestation, war, drought, cities, chocolate, corn, cacao, thatch, wooden poles, temples, farming, slash and burn.</p>	<p><u>Viking and Anglo-Saxon Struggle for the Kingdom on England</u> Vikings, Anglo-Saxons, invasion, raids, trade, resistance, law, justice, Denmark, Norway, Sweden, Danelaw, Danegeld, taxes, King Alfred, Athelstan, Edward the Confessor, hoard, language, village, town, York, Jorvik, longhouse, Norse, longship, monasteries, Odin, Loki, Frigg, Tyr, Valhalla, Helheim, Lindisfarne, monks, priory, treasure</p> <p><u>British History Beyond 1066: Second World War and the Battle of Britain</u> War, battle, allies, axis powers, air raids, Hitler, Chamberlain, Churchill, Britain, France, Germany, Italy, Russia, Belgium, Poland, Battle of Britain, invasion, blitz, evacuation, evacuee, city, countryside, rationing, campaign, Luftwaffe, Messerschmitt, air base, airfield, radar, propaganda, RAF, Spitfire, Messerschmitt, reconnaissance</p>
<p>Questions</p>	<p><u>The changes in Britain from Stone Age to Iron Age</u> How do we find out about life from a long time ago? What evidence do we have of how people lived at this time? What are hunter-gatherers? What was prehistoric Britain like? What changes occurred during the Bronze age? What does Stonehenge tell us about Bronze Age Britain? What were houses like and why? How did the introduction of iron affect people's lives?</p>	<p><u>The Roman Empire and its Impact on Britain</u> How did the Romans change life for people in Hertfordshire? How do we know the Romans settled in Hertfordshire after the invasion? What evidence is there that Romans were in and around St Albans? What can be found today?</p> <p><u>Ancient Greeks</u> Who were the Ancient Greeks? How was Greek society organised? What was daily life like in Ancient Greece? Who did they worship?</p>	<p><u>Anglo-Saxons and Scots</u> What happened after the Romans left? What is the difference between invasion and settlement? Who were the Anglo-Saxons and Scots and where did they come from? Why? What was life like in Anglo-Saxon times? Which groups of people might have been happy living in Saxon times and which may not? What is the significance of the find at Sutton Hoo and/or Staffordshire Hoard? What evidence is there that the Saxons were clever people?</p>	<p><u>Viking and Anglo-Saxon Struggle for the Kingdom on England</u> Who were the Vikings and where did they come from? Why did the Vikings cross the seas to England? How did the Anglo-Saxons respond to the raids? What evidence might archaeologists have found to show Vikings travelled widely? Was life better in Anglo-Saxon or Viking England? How was England changed as a result of the Viking raids? Who was Alfred the Great?</p>

	<p>Which was better, stone, bronze or iron? What might have happened to change this way of life?</p> <p><u>Egyptians</u> What do the artefacts tell us about the people who used them? When did the Ancient Egyptians live? Who did the Egyptians worship? Why were pyramids built? What was life like in ancient Egypt? What can we deduce about the time by examining Egyptian teeth?</p>	<p>What did they learn and how? What did the Greeks ever do for us?</p>	<p><u>Mayan Civilisation</u> What can we learn about the past from these objects? Why did grand buildings remain and not homes? Why are there so many places with remains? Who were the Mayans? Where did they live? How do we know they were civilised? What was challenging about how they lived? How did this civilisation compare to what was happening in Britain? How could a wealthy and developed society collapse?</p>	<p>How did the peaceful rule of Edward the Confessor come to an end? What were Danelaw and Danegeld?</p> <p><u>British History Beyond 1066: Second World War and the Battle of Britain</u> Why did Britain go to war? Which countries were involved? What happened to children during the war? How was life changed in Britain during the war? Why was the Battle of Britain a significant turning point in British history? What was it like to be evacuated? Where did children go? How was life different? Why was RAF Hendon an important location during the war?</p>
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