



Shelton Junior School
LKS2 History Long-Term Progression of Knowledge and Skills



		Alfred's reform of the fyrd meant farming could still happen.
GOVERNMENT	<p>Stone Age to Iron Age Societal change as an important change from Neolithic onwards Iron age tribes and their monarch leaders</p> <p>Ancient Egypt All had a monarchy government structure The role of Pharaoh in society and religious aspects Link between the monarch and the gods Bureaucracy to support the administration of a complex society (harvest, taxation etc)</p>	<p>Roman Empire The republic becoming an empire The role of the senate The emperor as a monarch</p> <p>AS and Scots The lack of a unified country (smaller kingdoms) The chief AS king (Bretwalda) Varying degrees of power The role of the church as an institution in society and politics</p> <p>Conflict with the Vikings As above The development of a united English kingdom. Early "kings" of England including Ethelred, Alfred, Athelstan and Cnut. The role of the Witan in selecting the next king Partitioning England into Wessex and Danelaw Alfred's dream to unite England Athelstan, first King of England The challenges of succession (1066)</p>
CULTURE	<p>Stone Age to Iron Age Art and artefacts in the ages. Cave paintings and the development throughout the ages. Food and society. Impact of the changes in Britain.</p> <p>Ancient Egypt Looking at hieroglyphics, written history, the changes in settlement and land use. Why was this a big change to before? The importance of the Pharaohs, mummification and the pyramids.</p>	<p>Roman Empire An understanding of the development of towns and homes in Britain</p> <p>AS and Scots What happens when the Romans leave? How does this affect our history? What does the Dark Ages mean? AS art and culture. Customs, myths and legends.</p> <p>Conflict with the Vikings Were Vikings traders or bloodthirsty barbarians? Differences between British and Viking Culture at the time. What did Vikings do in Britain eg York</p>
RELIGIOUS BELIEFS	<p>Stone Age to Iron Age Stone circles. Solstices and impact on Stone Age lives.</p> <p>Ancient Egypt Knowledge of the polytheistic Egyptian belief. Discuss role of Pharaoh as a god king.</p>	<p>Roman Empire Look at what the religious belief was for Britain when the Romans invaded. How does this change over time?</p> <p>AS and Scots Look at the change over time from the influence of Rome. Creation of a national church. Then the impact of the Dark Ages on Christianity. Changes in religious beliefs (paganism and Christianity).</p>

		<p>Conflict with the Vikings Compare Viking religious beliefs to AS Britain and look at the clashes between Vikings and AS. Did the Vikings ever become Christians?</p>
<p>TRANSPORT</p>	<p>Stone Age to Iron Age How people moved objects and themselves over large distances.</p> <p>Ancient Egypt Discuss how transport has developed from the Stone Age. Compare and contrast with pyramids and Stonehenge transport.</p>	<p>Roman Empire Impact of Romans on British infrastructure. Lasting impact of roads made by the Romans. Compare placement of Roman roads with modern major roadways.</p> <p>AS and Scots What happened when the Romans left? Did Britain develop further? What changed?</p> <p>Conflict with the Vikings How did the Vikings travel and how far did their reach go?</p>
<p>SUBJECT-LINKED READING</p>	<p>Stone Age Boy The Story of Tutankhamun</p>	<p>Defenders: Dark Arena Beowulf The Illustrated Tales of King Arthur</p>
<p>STICKY VOCABULARY AND ABSTRACT TERMS</p>	<p>Civilisation BC/AD Ancient Centuries Artefacts Archaeologist Source Interpretation Religion Culture Economy Agriculture Industry Trade Hunter-gatherer Farmer tribe Pharaoh Pyramids</p>	<p>Invasion BC/AD Ancient Centuries Artefacts Archaeologist Source Interpretation Religion Culture Economy Agriculture Industry Trade Empire Government Peasantry Settlement Barbarian Dark Ages Witan Parliament</p>

	Year 3 Skills	Year 4 Skills
Chronological understanding (the context, being able to link narratives together)	Can sequence some events or objects on a simple timeline, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Stone and Iron Ages).	Can sequence a number of the most significant events, objects, societies, periods and people using some dates, period labels and terms. May offer some comment why a range of events, structures and artefacts belong either to the Stone or Iron Ages or Romans.
DISCIPLINARY KNOWLEDGE (HOW HISTORIANS STUDY THE PAST AND CONSTRUCT CLAIMS AND ACCOUNTS)		
	Year 3 Skills	Year 4 Skills
1. Cause and Effect	Demonstrate knowledge of causes for events eg invasion and examples of consequences/impact of particular events or civilisations over time.	Can explain with confidence the significance of particular causes and effects for many of the key events and developments.
2. Continuity and change	Recognise differences between ways of life in the past. Can make valid statements about the main things that stayed the same and the changes occurring within topics. (e.g. some similarities and changes between the Roman and Anglo-Saxon and Viking periods).	Describe links between different features in past situations. Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).
3. Similarities and Differences	Can make valid statements about the main similarities, differences and changes occurring within topics. Can describe and make valid statements about some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. some similarities and differences between the Roman and Anglo-Saxon and Viking periods).	Describe links between different features in past situations. Can explain why they were certain differences and similarities across time periods.
4. Significance	Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain or Ancient Egypt). Beginning to explain why.	Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive).
5. Historical Interpretation	See how gaps in evidence can influence interpretations. Eg prehistory with no written or recorded information. The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans). The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).	Work on a wider variety of interpretations such as history books, museum displays and historical fiction and non-fiction. The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca). The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).

6. Historical Enquiry	<p>Draw together information from an increasing range of sources. Can ask valid questions for enquiries and answer using a number of sources. Use sources of information to make statements or judgements.</p>	<p>Draw together information from sources about the complexity of life in the past. Begin to ask and answer their own questions on sources. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p>
7. Using sources as evidence	<p>Can understand how sources can be used to answer a range of historical questions.</p>	<p>Can comment on the usefulness and reliability of a range of sources for particular enquiries.</p>
Organisation and Communication	<p>Show awareness and understanding visually, orally and in writing. Use a wider range of vocabulary when showing awareness.</p>	<p>Produce structured narratives and descriptions.</p>

Credits: the above adapted from work by Bev Forrest and Stuart Tiffany, the Rising Stars History progression document and The Berkeley Academy Long-term History planner.