

**KS2 History Progression Map**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Unit Title</b> The Big Question	<b><u>The Stone Age to Iron Age</u></b> How did Britain change from the Stone Age to the Iron Age and how did this compare to Ancient Egypt?	<b><u>The Roman Empire</u></b> How did Britain change when the Romans left? <b><u>Ancient Greece</u></b> What was the significance of the Ancient Greeks on the Western World?	<b><u>The Mayan Civilisation</u></b> What were the similarities between the Mayan Civilisation and Ancient Baghdad?	<b><u>The Vikings</u></b> Were the Vikings ruthless invaders or experienced explorers? <b><u>Migration to Britain</u></b> What was the impact of migration to Britain?
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.	Children understand when the Stone Age, Bronze Age, Iron Age and Ancient Egypt occurred in relation to both modern day and one another. Children place these periods on a timeline as knowledge progresses.	Children understand when the Roman Empire, Anglo Saxons and Ancient Greece existed in comparison to modern day. Children place these time periods on a timeline chronologically.	Children understand when the Mayan Civilisation and Baghdad (early Islamic civilisation) existed and relate this to both modern day and Britain at the time.	Children explore a range of key dates regarding migration, e.g. WW2 migrants, Irish migrants, modern day refugees and place these on a timeline. Children understand when the Vikings invaded Britain and key events that occurred from this, e.g. King Alfred ruling Britain
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Children compare similarities and differences between different time periods. E.g. How food differed between the 4 periods studied.	Children generate connections between Anglo Saxons and Romans. E.g. Anglo Saxons invaded Britain because the Romans left the country ill-equipped for an invasion. Children compare Ancient Greek lifestyles to modern day, e.g. the difference in Olympics and Greek inventions we still use today.	Children compare similarities and differences between Britain, the Mayan Civilisation and Baghdad. E.g. comparing architecture	Children explore similarities and differences between communities of migrants. Children compare and contrast invasions to Britain and the reasons for these. Children explore in detail the changes of the Jewish community in England between 1066-1920. Children compare and contrast Athelstan and Alfred the Great as Kings. Children compare Viking life to other historical periods learnt in KS1/KS2.

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<p><b>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</b></p>	<p>Children generate questions about different aspects throughout, e.g. What was the significance of Skara Brae? What are some similarities and differences between Britain and Ancient Egypt? What was the significance of the discovery of the Kirkburn sword? What were the changes through Britain between the Stone Age and Iron Age?</p>	<p>Children generate historical questions about the Romans and Anglo Saxons. E.g. What is an Empire? Why did the Romans invade Britain? Why did the Anglo-Saxons invade Britain when they did? How was Britain similar to the Roman Empire? Children generate historical questions about the Greeks. E.g. In what ways was Ancient Greece 'ahead of it's time'? How does Ancient Greece compare with other ancient civilisations?</p>	<p>Children generate historical questions. E.g. What were the similarities and differences between the Mayans and Baghdad? What was the significance of their religious beliefs and buildings? How significant were both civilisations at the time?</p>	<p>Children generate questions about migration to Britain. E.g. What was similar between different groups that have migrated to Britain? Why did/do people migrate to Britain? Why did the Romans, Saxons and Vikings invade England? Children generate questions about the Vikings. E.g. Why were the longships so important? Were the Vikings dressed prepared for battle? Why was King Alfred 'great'? Who was a better King, Athelstan or Alfred the Great?</p>
<p><b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b></p>	<p>Children create balanced argument about what time period they would most like to live in. They refer to key question 'How did Britain change from the Stone Age to the Iron Age and how did this compare to Ancient Egypt?'</p>	<p>Children create an evidence based argument to have a debate: Was the withdrawal of the Romans from Britain a good thing? Children answer historical question: How have Greek inventions and achievements impacted the world today?</p>	<p>Children describe and explain the impact of the Mayan and Baghdad civilisation on today's world. Children develop evidence-based responses to historical questions about the significance of these civilisations today.</p>	<p>Children construct evidence-based responses to a range of questions across migration unit in order to create their own historical questions about the impact of migration to Britain. Children plan and construct a discussion text: Were the Vikings invaders or explorers?</p>
<p><b>Understand how our knowledge of the past is constructed from a range of sources.</b></p>	<p>Children explore the difference in primary and secondary sources. They explore and generate own historical ideas based on primary evidence: Skara Brae, Stone Henge, Egyptian artefacts, Amesbury Archer, Kirkburn sword.</p>	<p>Children explore a range of primary and secondary sources for the Romans: Hadrian's wall and Roman ruins Children explore a range of primary and secondary sources for the Greeks: Greek artefacts, Greek artwork and written texts, myths and legends.</p>	<p>Children explore a range of sources. They create their own historical ideas about: evidence of the Mayans from Africa, Mayan buildings and sculptures that are seen today, Maya Glyphs, Spanish explorers discovering Baghdad villages, and Al-Mansur diary entry</p>	<p>Children explore and critique a range of both primary and secondary resources regarding migration to Britain, e.g. case study on John Blanke, Meir-ben-Elijah's poem Children explore and critique a range of both primary and secondary resources regarding</p>

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	<p>And secondary evidence: Stories from Greeks and Romans about the Celts</p>			<p>the Vikings, e.g. text from Alfred the Great, art from Viking period</p>
<p>Ensure the progression described above through teaching the British, local and world history outlined here:</p>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• 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; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history – one study chosen from: <b>early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study (Migration to Britain)</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>

## KS2 History Progression Map

### Progression of Themes

Theme	Year 3	Year 4	Year 5	Year 6
<b>Food</b>	<p>To understand how Stone Aged people got their food.</p> <p>To explore what sort of food pre-historic Britons ate and use Skara Brae as evidence for this.</p> <p>To identify when the development of gathering food occurred.</p> <p>To compare the gathering of food from the Stone Age to farming in the Bronze and Iron Ages.</p> <p>To compare British food to Egyptian.</p> <p>To understand the importance of the river Nile to Egyptian food.</p>	<p>To understand that Roman roads were built and mainly used to transport food.</p> <p>To know which foods were popular and why during the Anglo-Saxon times.</p>	<p>To describe a range of foods that were eaten by the ancient Mayan people and explain why certain foods were particularly significant.</p> <p>To become familiar with different food types and compare and contrast with today's diet.</p>	<p>To understand how Vikings cooked their food.</p> <p>To know how Vikings managed in winter.</p>
<b>Leisure</b>	<p>To explore leisure activities for Stone Aged people.</p> <p>To understand that art was a form of leisure and largely practised.</p> <p>To understand what the artefacts tell us about leisure activities during the Bronze Age.</p>	<p>To explore Roman entertainment.</p>	<p>To understand what The Mayans did for leisure activities (games and stories). E.g. ball courts were used to play traditional Mesoamerican ball games.</p>	<p>To know that leisure activities included Sagas – stories passed down through the families from the oldest to the youngest.</p> <p>To know which different sports Vikings played.</p>
<b>Monarchy and Power</b>	<p>To understand and discuss the possible hierarchy systems representing wealth and power during the Stone Age.</p>	<p>To understand the reasons why Julius Caesar was unsuccessful in his invasion of Britain.</p> <p>To understand why Claudius, even as a Roman Emperor had no prestige.</p> <p>To know who Severus Septimius was and his influence on Black History.</p>	<p>To understand that the Mayans had many different city states and each state had their own ruler.</p> <p>To know that the Mayan Kings/royal family were believed to be closely related to the Gods and represented them in the human world.</p> <p>To understand that the Mayans used slavery as a form of punishment rather than prisons.</p>	<p>To understand the hierarchy in society – jarls/karls/thralls.</p> <p>To understand that throughout the Viking history of time, there were fewer kings and those who were left were in Denmark, Sweden and Norway.</p> <p>To be able to make a comparison of the Anglo-Saxon Kings.</p>

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### Key People within History

	Year 3	Year 4	Year 5	Year 6
<b><u>Key people</u></b>	<b>Stone Age to Iron Age</b> <ul style="list-style-type: none"> <li>● William Watt discovered Skara Brae (1850)</li> <li>● Amesbury Archer (ancient remains from Bronze Age)</li> <li>● Howard Carter discovered Tutankhamun's tomb.</li> </ul>	<b>The Greeks</b> <ul style="list-style-type: none"> <li>● Pythagorus findings towards modern Western mathematics.</li> <li>● Aristotle findings in science and space.</li> <li>● Greek king, Alexander the Great.</li> <li>● Usain Bolt (sprint)</li> <li>● Yohan Blake (sprint)</li> <li>● Jesse Owens (4 gold medals)</li> <li>● Carl Lewis (track and field medals)</li> <li>● Muhammad Ali (boxing)</li> </ul>	<b>The Maya Civilisation</b> <ul style="list-style-type: none"> <li>● Mayan Ruler Yax K'uk Mo' was the first ruler of the city of Copan.</li> <li>● 18 Rabbit, 7th century ruler</li> <li>● Jasaw Chan K'awiil was responsible for bringing the city of Tikal, or Yax Mutal, back to life before a prolonged dominance of Calakmul.</li> <li>● Christopher Columbus and Bartholomew founded Guanaja / Honduras in 1502AD.</li> <li>● Al-Mansur known for founding the 'Round City' of Madinat al-Salam</li> </ul>	<b>The Vikings</b> <ul style="list-style-type: none"> <li>● King Alfred of Wessex (871-899AD) created peace between England and the Vikings.</li> <li>● Athelstan (925-939 AD) was the first king of all England.</li> </ul>
		<b>The Romans</b> <ul style="list-style-type: none"> <li>● Julius Caesar, dictator of Rome from 49 BC - 44 BC</li> <li>● Emperor Severus, Rome's first African emperor</li> <li>● Emperor Hadrian, Roman emperor from 117 to 138</li> </ul>		<b>Migration to Britain</b> <ul style="list-style-type: none"> <li>● Anish Kapoor – Won the 1991 Turner Prize. His parents were refugees who fled Iraq.</li> <li>● Camille Pissarro – Impressionist and Neo-Impressionist painter, Danish-French-Jewish refugee.</li> <li>● Manubhai Madhvani – Expelled from Uganda by Idi Amin.</li> <li>● George Weidenfeld– Publisher, Jewish refugee who fled the Nazis.</li> <li>● Lakshmi Pathak – Founder of Patak's, was a Kenyan refugee.</li> <li>● Freddie Mercury – Lead singer of the band Queen, fled to England from Zanzibar in 1964.</li> <li>● Meir ben Elijah of Norwich, was a mediaeval English Jewish poet</li> <li>● David Olusoga's book 'Black and British'</li> <li>● John Blanke, famous black Tudor trumpeter.</li> <li>● Sir Francis Drake, an English explorer, sea captain, privateer, naval officer, and politician.</li> <li>● Olaudah Equiano, was a writer and abolitionist from the Eboe region of the Kingdom of Benin.</li> <li>● Walter Daniel John Tull, an English professional footballer</li> <li>● Claudia Jones was a Trinidad and Tobago-born journalist and activist.</li> <li>● Bernie Grant, a British Labour Party politician who was the Member of Parliament for Tottenham, London.</li> <li>● Jayaben Desai was a prominent leader of the strikers in the Grunwick dispute in London in 1976.</li> </ul>