

National Curriculum Coverage		Changes in Britain from Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: 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 from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
<b>Year 3</b>										
Autumn	Buildings and Homes	✓	✓	✓		✓	✓			
Spring	Transport	✓		✓	✓	✓	✓			
Summer	Invaders and settlers		✓	✓	✓				✓	
<b>Year 4</b>										
Autumn	Rich and Poor		✓		✓		✓	✓		
Spring	Art and Design	✓						✓	✓	✓
Summer	A Millennium of Exploration				✓	✓	✓			✓
<b>Year 5</b>										
Autumn	Achievements and Legacies		✓	✓			✓		✓	
Spring	Beliefs and Early civilisations	✓	✓					✓	✓	
Summer	Conflict		✓		✓	✓		✓		
<b>Year 6</b>										
Autumn	Health and welfare	✓				✓	✓		✓	
Spring	Entertaining the population		✓	✓	✓		✓		✓	
Summer	Rulers and Leaders		✓	✓		✓	✓		✓	



# Knowledge, Skills and Understanding Progression

## Lower Key Stage 2

		Year 3 Historical Knowledge	Year 3 Skill: Historical Enquiry	Year 3 Skill: Historical Communication	Year 3 Understanding: Historical Chronological
<b>Autumn</b>	Buildings and Homes	<ul style="list-style-type: none"> <li>Classify types and functions of buildings</li> <li>Describe material properties</li> <li>Name materials used to construct buildings through time</li> </ul>	<ul style="list-style-type: none"> <li>What materials were/are buildings made from?</li> <li>Why did materials develop and stop being used?</li> <li>Why do different buildings use different materials?</li> </ul>	<ul style="list-style-type: none"> <li>Make a 'wattle and daub' wall</li> <li>Illustrate parts of houses throughout time</li> <li>Draw buildings</li> </ul>	<ul style="list-style-type: none"> <li>Changes and development in construction materials</li> <li>Development of the layout of homes</li> <li>Changes to size of settlements</li> </ul>
<b>Spring</b>	Transport	<ul style="list-style-type: none"> <li>Classify types of transport</li> <li>Dates of transport firsts</li> <li>Developments in transport</li> </ul>	<ul style="list-style-type: none"> <li>What benefits did people get from improved transport?</li> <li>How far people can travel on different forms of transport?</li> </ul>	<ul style="list-style-type: none"> <li>Narrate how transport has been used</li> <li>Draw different types of transport</li> <li>Illustrate features and benefits of developing transport</li> </ul>	<ul style="list-style-type: none"> <li>How humans have harnessed 'power' for transport</li> <li>Changes in users of transport</li> <li>Development of worldwide transport</li> </ul>
<b>Summer</b>	Invaders and settlers	<ul style="list-style-type: none"> <li>Who invaded Britain</li> <li>Where and when invasions took place</li> <li>Why people invade</li> </ul>	<ul style="list-style-type: none"> <li>What reasons did people invade?</li> <li>How have invaders changed countries?</li> <li>Were all invasions bad?</li> </ul>	<ul style="list-style-type: none"> <li>Draw maps of routes to and of invasion</li> <li>Narrate reasons for invasion</li> </ul>	<ul style="list-style-type: none"> <li>When different groups of people invaded</li> <li>How invasions changed Britain</li> <li>Changing reasons for invasion</li> </ul>
		Year 4 Historical Knowledge	Year 4 Skill: Historical Enquiry	Year 4 Skill: Historical Communication	Year 4 Understanding: Historical Chronological
<b>Autumn</b>	Rich and Poor	<ul style="list-style-type: none"> <li>Classify artefacts as from rich or poor people</li> <li>Describe the life of rich and poor people</li> <li>Describe the differences between rich and poor and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>How did rich and poor people live?</li> <li>What food did rich and poor people eat?</li> <li>How did rich people employ poor people?</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate/label homes/house of rich and poor</li> <li>Narrate the differences between rich and poor lifestyles</li> <li>Narrate the daily lives of rich and poor people</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Social Classes</li> <li>How rich people and poor people's lifestyles changed over time</li> </ul>
<b>Spring</b>	Art and design	<ul style="list-style-type: none"> <li>Describe the artistic styles of studies periods</li> <li>Classify common features of communication</li> <li>Name features of art and design</li> </ul>	<ul style="list-style-type: none"> <li>How art was created in different period of time</li> <li>What early art tells us about the culture</li> <li>How has language developed over time</li> </ul>	<ul style="list-style-type: none"> <li>Draw and make copies of early art</li> <li>Narrate changes to art and design</li> <li>Illustrate features of art</li> </ul>	<ul style="list-style-type: none"> <li>How communication and language have changed over time</li> <li>How art has developed over time</li> <li>How design has adapted to meet needs</li> </ul>
<b>Summer</b>	A Millennium of Exploration	<ul style="list-style-type: none"> <li>Name great explorers</li> <li>Classify the knowledge and resources they brought back</li> <li>Describe the experiences of explorers</li> </ul>	<ul style="list-style-type: none"> <li>Why did people explore?</li> <li>What impact did discoveries/being discovered have on people and land?</li> <li>What was it like to be part of an exploration</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate the routes of exploration</li> <li>Narrate the experiences of explorers</li> <li>Narrate the reasons for exploration</li> </ul>	<ul style="list-style-type: none"> <li>Why people explored the world</li> <li>What discoveries changed the world</li> <li>Were all explorers "good"</li> </ul>



# Knowledge, Skills and Understanding Progression

## Upper Key Stage 2

		Year 5 Historical Knowledge	Year 5 Skill: Historical Enquiry	Year 5 Skill: Historical Communication	Year 5 Understanding: Historical Chronological
<b>Autumn</b>	Achievements and Legacies	<ul style="list-style-type: none"> <li>Roman and Greek legacies</li> <li>Place names and their origin</li> <li>Victorian social reforms</li> </ul>	<ul style="list-style-type: none"> <li>What Roman and Saxon influences exist in today's landscapes?</li> <li>How have we looked after the most vulnerable in society?</li> <li>What influence on current lifestyle do previous periods have?</li> </ul>	<ul style="list-style-type: none"> <li>Adapt current laws to meet past need</li> <li>Design past settlements to include legacy features</li> <li>Narrate changes to society through social reforms</li> </ul>	<ul style="list-style-type: none"> <li>What features of Britain are direct legacies of previous periods</li> <li>How laws developed to meet the needs of people</li> <li>How society changed to be more caring</li> <li>Compare legacies</li> </ul>
<b>Spring</b>	Beliefs and Early civilisations	<ul style="list-style-type: none"> <li>Summarise belief systems of Ancient civilisations</li> <li>Classify features of ancient gods</li> <li>Summarise differences between belief systems</li> </ul>	<ul style="list-style-type: none"> <li>What does iconography tell us about gods?</li> <li>How did people worship gods?</li> <li>Why did ancient people believe in their specific gods?</li> </ul>	<ul style="list-style-type: none"> <li>Design additional gods</li> <li>Design place of worship for Ancient gods.</li> <li>Narrate belief systems</li> </ul>	<ul style="list-style-type: none"> <li>How belief systems have changed</li> <li>How organised religions became prevalent</li> </ul>
<b>Summer</b>	Conflict	<ul style="list-style-type: none"> <li>Classify the reasons for conflicts</li> <li>Memorise important conflicts</li> <li>Describe how conflicts affected life</li> </ul>	<ul style="list-style-type: none"> <li>How have conflicts affected individual people?</li> <li>How have conflicts changed the world?</li> <li>Have conflicts ever made the world a better place?</li> </ul>	<ul style="list-style-type: none"> <li>Narrate how conflicts started</li> <li>Narrate how conflicts have impacted on nations</li> <li>Narrate how the Second World War impacted on West Sussex</li> </ul>	<ul style="list-style-type: none"> <li>How the reason for conflicts taking place changes</li> <li>The development of how conflicts are fought</li> <li>How civilisations become powerful and are destroyed due to conflict</li> </ul>
		Year 6 Historical Knowledge	Year 6 Skill: Historical Enquiry	Year 6 Skill: Historical Communication	Year 6 Understanding: Historical Chronological
<b>Autumn</b>	Health and welfare	<ul style="list-style-type: none"> <li>Know the etymology of medical words</li> <li>Know why the NHS was created</li> <li>Predict the next advancement in medicine</li> </ul>	<ul style="list-style-type: none"> <li>What plants were and are used as medicine?</li> <li>What impact has the NHS had on our lives?</li> <li>How has modern medicine saved lives and improved life span?</li> </ul>	<ul style="list-style-type: none"> <li>Design a modern hospital</li> <li>Adapt old medical recipes with new medication</li> <li>Narrate the development of medicine and surgery</li> </ul>	<ul style="list-style-type: none"> <li>Changes in medicine</li> <li>Advancements in surgery</li> <li>Creation and development of the NHS and the welfare state</li> </ul>
<b>Spring</b>	Entertaining the population	<ul style="list-style-type: none"> <li>How cultural beliefs are passed down through story telling</li> <li>The history of the theatre</li> <li>How leaders used entertainment to influence society</li> </ul>	<ul style="list-style-type: none"> <li>How do the masses like to be entertained?</li> <li>What changes to entertainment have made the biggest impact?</li> <li>Who controls the media and entertainment?</li> </ul>	<ul style="list-style-type: none"> <li>Assess the impact of entertainment</li> <li>Design a template for entertainment</li> <li>Narrate the development of story telling</li> </ul>	<ul style="list-style-type: none"> <li>Compare entertainment of the masses through time</li> <li>How entertainment contains messages and propaganda</li> </ul>
<b>Summer</b>	Rulers and Leaders	<ul style="list-style-type: none"> <li>Classify modern and historic leaders</li> <li>Summarise the qualities of a leader</li> <li>Name important leaders</li> </ul>	<ul style="list-style-type: none"> <li>Is a democracy a better society?</li> <li>How have democracies changed?</li> <li>Is democracy the best option?</li> </ul>	<ul style="list-style-type: none"> <li>Design an improved voting system</li> <li>Narrate the changes to British voting system</li> <li>Assess the impact of Government</li> </ul>	<ul style="list-style-type: none"> <li>The evolution of British democracy</li> <li>How parliament has changed</li> </ul>