

HISTORY

Skills Progression



We align our topics and units of study with the National Curriculum; however, we enrich our provision with The Collins Primary Connected History scheme of work and Oakfield’s learning experiences that enable pupils to enjoy learning for life.

By the end of Key Stage 2, 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>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 Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>A local history study</p>

	Year 3	Year 4	Year 5	Year 6
TOPICS STUDIED	How did the lives of ancient Britons change during the Stone and Bronze Age?	How did the arrival of the Romans change Britain?	How did a pile of dragon’s bones help to solve an Ancient Chinese mystery?	Why did the ancient Maya change their way of life? During the enquiry pupils will have opportunities

PROGRESSION OF SUBJECT OUTCOMES/APPLICATION OF SKILLS AND PROCESSES

Chronological Understanding Appropriate use of Historical Terms

Historical Enquiry

Interpretations of History

Continuity and Change

Cause and Consequence

Similarities and Differences

Significant Events and People

During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:

- Through Historical enquiry to devise own historically valid questions.
- Create a personal timeline beginning with the Stone Age. This will be added to through the child's years at Oakfield.
- Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding.
- **Describe** the ways of life which are typically associated with the Stone Age period of history and **identify** and give **reasons** for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then;
- **Recognise** that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and

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- Through Historical enquiry to devise own historically valid questions.
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- **Identify** and **describe** the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;
- **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43;
- **Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision;
- **To describe and explain** the rebellion and why it was initially successful but then failed.
- **Understand through explanation** the difference between historical

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- Through Historical enquiry to devise own historically valid questions.
- Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding.
- **Describe** and **explain** the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899;
- **Explain the significance** of oracle bones to Shang rulers and **reach a judgment** regarding how they might have been used, **justifying their decision**;
- **Identify, describe** and **compare and contrast** the lives of people in different sections of Shang society and **explain** why our understanding of the Shang people as a whole is a very limited one;
- **Recognise, describe** and **justify** the qualities they feel are required in a great ruler and **compare and contrast** these with those

through the application and analysis of a wide range of historical skills and resources to:

- Through Historical enquiry to devise own historically valid questions.
- Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding.
- **Identify, locate** and **describe** the region of the world in which Maya people live and **explain** using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like;
- **Identify, describe** and provide **reasons to explain** the occupations of modern Maya people;
- Refer to primary evidence to **identify** and **describe** the lost jungle cities of the Maya and reach a **judgment** as to their purpose, **justifying their reasoning**;
- **Understand through explanation** the

950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age;

- **Describe** and **suggest reasons** for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and **compare and contrast** this with how most people use beaches today;
- **Describe** and **explain** how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;
- **Describe** the likely features of Stone Age summer and winter camps in Britain and **offer reasons** and **explain** why they were required;
- **Recognise, describe** and **compare and contrast** the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain

evidence and legends and folklore;

- **Explain** what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;
- **Identify** and **describe** the key features of the layout of typical Roman towns in Britain and **explain** why historians know so much about how they were designed and built;
- **Describe** what a gladiator was and what occurred at gladiatorial games;
- **Explain** who Lanistae were and **justify** why they owned and trained gladiators in private schools;
- **Explain** why some Romans held different perspectives about gladiatorial games and how they **justified their viewpoints**.

exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty;

- **Make a reasoned judgment** from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of grave robbers;
- September 2020 change**
How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?
- **Describe and explain** what the term life expectancy means and what change occurred in the average length of time a baby would be expected to live about 11,000 years ago?
 - **Compare and contrast** sources of evidence to reach a judgement as to why life expectancy in Britain fluctuated greatly during the period 1500-1840 and justify their views and opinions.
 - **Evaluate** a range of original sources and **reach a judgement** regarding what people in Britain in 1665 considered to be the cause of the Great Plague

purpose of the ancient Maya city of Chichen Itza;

- **Describe** the system of terraced farming used by the Maya in mountainous areas and **explain** why this method helped to stop the precious soil being eroded or washed away;
- **Infer** using **reasoning** and **informed judgment** the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – **justifying** their **conclusions**;
- **Explain** the social and religious importance of the Maya ball game pok-a-tok;
- **Evaluate and synthesise** arrange of ideas **to reach a judgement** as to the likely cause of the gradual abandonment of the Maya jungle cities and **justify their conclusions**.

- knowledge or evidence);
- **Identify, describe, compare and contrast** and **explain** some of the important ways in which life for ancient Britons changed during the Stone Age.
 - **Describe** the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;
 - **Identify** and **describe** the likely use of a range of Bronze Age artefacts and **explain** why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age;
 - **Identify, describe** and offer **reasons** for the likely use of artefacts discovered in the grave of the Amesbury Archer;
 - **Explain** why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain;
 - **Identify, describe** and **explain** the purpose of monuments, both historically and modern day;

Remembrance special week

- and the actions they could take to cure those who had already contracted the disease and prevent others from catching it.
- **Describe** what Edward Jenner discovered in 1796 and **explain and evaluate** the implications of his discovery for the future medical health of the people of Britain.
 - **Identify, describe and sequence** the main milestones in the history of medicine in Britain and **explain and justify** their ordering.
 - Create their own timelines of medical advances in Britain by designating appropriate equidistant intervals of time along a scale and recording the correct temporal order in which the events occurred.
 - Structure a piece of discursive writing to give meaning to their timeline through **describing, explaining and evaluating** the importance of the events that occurred and **reaching a judgement which justifies their opinion** about which they feel to have been the most significant.

	<ul style="list-style-type: none"> ● Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout; ● Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale; <p>Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief</p> <p>Remembrance special week</p> <p>How do artefacts help us to understand the lives of people in Iron Age Britain? During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> ● Through Historical enquiry to devise own historically valid questions. ● Smaller in depth timelines will be created during individual enquiries to give children a strong 	<p>Who were the Anglo Saxons and how do we know what was important to them? During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> ● Through Historical enquiry to devise own historically valid questions. ● Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding. ● Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; ● Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns; ● Recognise and describe some of the changes that occurred to buildings and 	<p>Remembrance special week</p> <p>The story of The Trojan Horse: historical fact, legend or classical myth? During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> ● Through Historical enquiry to devise own historically valid questions. ● Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding. ● To demonstrate an understanding of chronology by creating a time line which includes the time of the siege, the Shang Dynasty and other units already taught at Oakfield. To include other important events in history. 	<p>Remembrance special week</p> <p>Why was winning The Battle of Britain in 1940 so important? During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> ● Through Historical enquiry to devise own historically valid questions. ● Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding. ● To create a map showing the distribution of the Allied and Axis Powers. ● To demonstrate an understanding of the key points for the reason for the start of WW2. ● To evaluate their day trip to the Milestone Museum. ● To evaluate a range of primary and secondary sources to explain why
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chronological understanding.

- **Identify and describe** the common features of the archaeological remains of Iron Age hill forts found around Britain today;
- Suggest how an Iron Age hill fort might have appeared when first constructed, giving **reasons to justify the choice** of features which have been included;
- **Describe** the main features of an Iron Age roundhouse and **identify and suggest reasons** for the purpose of artefacts found within them;
- **Compare and contrast** their reconstruction with that which professional archaeologists have produced based on available evidence;
- **Interpret** a range of evidence to **generate reasons**, and then **explain**, why Iron Age Britain was often a violent time;
- **Recognise and describe** the importance of Iron Age stagers and understand through explanation

ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and **evaluate** the costs and benefits for ordinary people compared with those of lords and noblemen;

- **Identify and describe** the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, **explain** why they are so important to historians and, using these artefacts, **reach a judgment** as to how the burial would have been constructed and carried out;

What did the Vikings want in Britain and how did Alfred help to stop them getting it?

- Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding.
- **Describe the reasons** for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings';
- **Describe** why 'Vikings' is not, in fact, the correct name for these people and **explain** who the attackers really were;
- **Identify and describe** the design features of a longship and **explain** why

- **Describe and explain** the main events in the siege of the city of Troy during the Trojan War in Ancient Greece;

- To add the various artefacts (primary resources) documenting the siege and the date of their creation to a timeline in comparison to the actual siege.

- **Evaluate and critique** the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate **conclusions**;

- **Reach a conclusion and make a judgment** regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and **justify their decision**;

- **Review and evaluate** the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and **reach a judgment** as to its reliability and trustworthiness.

Britain faced the risk of land invasion in June 1940 and **reach a judgement** about how serious that threat was.

- **Interpret numerical and written evidence to explain and justify** why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;

- Complete a bar graph **comparing** the number of different types of Royal Navy ship compared to the Kriegsmarine.

- Complete WW2 crossword to **demonstrate an understanding** of the key facts of the war.

- **Identify, describe, explain and evaluate** the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and **make a judgment** as to which of these they feel were most significant;

how archaeologists suggest they were used by people over 2,000 years ago;

- **Recognise** the range of **reasons** suggested for the discovery of a magnificent Iron Age shield in the River Witham and **synthesise** these reasons into an **explanation**;
- **Describe** who Boudica was and **explain** why she fought the Romans when they invaded Britain at the end of the Iron Age.

it was an ideal vessel for Viking raiding parties along the coast of Britain;

- Interpret a range of source evidence to **explain** why most Viking Norsemen travelled to Britain in Anglo-Saxon times and **justify their judgment**;
- **Identify** and **describe** the distribution of those areas of Britain settled by Viking Norsemen;
- **Compare and contrast** the homes of Viking Norsemen with those of Anglo-Saxons and **suggest reasons** for the similarities and differences **observed**;
- **Explain** the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;
- **Evaluate** evidence relating to the achievements of Anglo-Saxon King Alfred the Great, **reach a judgment** as to whether he is justifiably 'great' and **justify their decision**;
- **Describe** and **explain** why William, Duke of Normandy, fought the

- **Describe** and **explain** the reasons why King John signed the Magna Carta in 1215, and **evaluate** and reach a **judgment** about why, like the Battle of Britain, it can be considered an important turning point in British history.

		Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.		
	Ancient Egyptians: How did their beliefs impact on their daily lives?		Local study of Fetcham and Bookham	
	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> ● Smaller in depth timelines will ● be created during individual enquiries to give children a strong chronological understanding. <p>To demonstrate understanding of when the AE were alive.</p> <p>To explain why people settled along the River Nile.</p> <p>To recall the beliefs and way of life of the AE.</p> <p>To speculate as to the meaning of certain hieroglyphs.</p> <p>To summarise what a farmer does in a calendar year.</p> <p>To compare and contrast the role of a farmer in AE to now.</p>		<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> ● Smaller in depth timelines will be created during individual enquiries to give children a strong chronological understanding. ● Why is Letherhead called Leatherhead? <p>To compare and contrast maps of Leatherhead and Fetcham (Including the school) from 1693 to the present day. To hypothesise why Letherhead became a settlement where it did_</p> <ul style="list-style-type: none"> ● Why the football club is called The Tanners? <p>To reach a conclusion as to why the football club is called The Tanners.</p> <ul style="list-style-type: none"> ● What connects Leatherhead football club to Therfield school? <p>To explain why both The Tanners and Therfield school have a swan on their emblems.</p>	

	<p>To explain the purpose of a pyramid.</p> <p>To demonstrate an understanding as to why King Tutankhamun is famous.</p> <p>To compare and contrast rich & poor homes in AE.</p> <p>Summarise in a paragraph why the AE lived along the River Nile.</p>		<ul style="list-style-type: none"> ● How did Septimus Welling help the poor? <p>To evaluate the Census evidence over a period of 40 years and make reasoned judgements as to what happened to Septimus Welling.</p> <p>To empathise with a child who had been sent to the Workhouse.</p> <ul style="list-style-type: none"> ● How did Moulds start the Great Fire of Letherhead? <p>To critique the evidence of the fire service in the early 1900's and compare to contemporary evidence and photographs.</p> <ul style="list-style-type: none"> ● Where do you spend your pocket money? <p>To justify the chronological order of the same type of sweets over a period of time.</p> <ul style="list-style-type: none"> ● Eleanoror Edmund? Who would be your most interesting Tudor person living in leatherhead? ● To evaluate and critique the evidence available about Sir Edmund Tylney and Eleanor Rummin. ● Looking now and on with Love and Laughter 2020. 	