

## FROXFIELD PRIMARY SCHOOL HISTORY PROGRESSION KS2

Year Group	Year 3 and 4 - B			Year 3 and 4 - A			Year 5 and 6 - B			Year 5 and 6 - A		
Unit/Period	Stone Age to Iron Age Britain 'Through the Ages' Autumn 1	The Roman Empire and its impact on Britain x 2 'The Conqueror's Legacy' Spring 1 & 2	Local Study- Petersfield (short study) 'Off We Go To Market' Summer 2	WW2 British Study that extends beyond 1066 'Lest We Forget' Autumn 1	Viking and Anglo-Saxon conflict- Saxons 'Super Settlers' Spring 1	Viking and Anglo-Saxon conflict- Vikings 'Vikings' Summer 2	Ancient Greece 'Democracy Rules' Autumn 1	The Tudors British Study that extends beyond 1066 'Off With Her Head' Spring 1	Local Study- Portsmouth forts etc.... 'Strength and Fortitude' Summer 2	Earliest civilizations Overview of ALL + 1 depth study 'Early Ancestors' Autumn 1	Depth Study- Ancient Egypt 'Tomb Raiders' Autumn 2	Non Euro contrast with Britain- Mayans Summer 2
History Box/ Pack/ Visit/ Visitor?	History Box Resource CD	Enquiry packs History Box Trip to Fishbourne	Visit Petersfield Museum	History Box	Visit Weald and Downland Enquiry pack	Enquiry pack	Enquiry pack		Visit Fort Nelson	Enquiry pack	Visit British Museum Enquiry pack	Enquiry pack
Matters, skills and processes	<b>Understand AD/BC or BCE/CE</b> Begin to understand where Stone Age to Iron Age fits on a timeline in comparison to other historical periods and durations.	Examine the expansion of the Roman Empire on a timeline in relation to other historical periods and events.	Add important local historical events on a timeline and understand where historical events overlap each other.	Explore relevant dates of WW2 and add onto a timeline. Understand which events/ periods come before and after including those studied at KS1.	Explain when, where and why the Saxons left their homelands using a map. Identify where it took place on a timeline.	Explain when, where and why the Vikings left their homelands using a map. Identify where it took place on a timeline.	Explore the duration, timing and overlaps of the Ancient Greek civilization on a timeline and locate on a world map.	Place the Tudors in the royal lineage and on a timeline. Record key dates during the Tudor period and link to other events/periods studied. Link to the accuracy of portraits through the period.	Compare and contrast the fortification of the port of Portsmouth over time, using maps and records. Explore duration and overlaps with other events/periods studied.	Compare/ place early civilisations in chronological order taking into account overlaps via timeline. Compare locations via world map.	Place Ancient Egypt on timeline- making links with early civilisations previously covered. Explore duration and overlaps.	Compare the Mayan civilisation with Britain C900 via timelines and locate on world map. Place on a timeline and include all previous eras taught.
Characteristic features of the period/ society studied	Give simple explanations about Stone Age to Iron Age tools, burials, shelters, art and settlements using period specific language.	Use specific language to simply explain the weapons, shelters, art and culture during the Romanisation of Britain.		Understand that families and children lived differently during WW2 and how technology and civilisation has adapted over time.	Give simple explanations of how Saxon and Viking religion and culture changed using specific language.					Make connections between ways of life in different civilisations. Draw and explain similarities and differences between them.	Make connections between Ancient Egypt and other early civilisations. Draw and explain similarities and differences between them	
Change & continuity	Describe and give examples of the changes in tools, technology and shelters over time, while understanding that some things stayed the same.	Can describe the life of a Roman soldier and explain how Romanisation affected Britain and how those changes are still evident today.	Explore important historical events that had an impact in Petersfield and give examples of places/things that remained the same or changed.	Describe and give examples of how women's' roles, children's lives and family life changed during WW2 and how this has impacted today's society.				Explain with simple examples, changes in religion due to monarch- catholic, protestant (priest holes) Impact on changes in the way of life.	Explain with simple examples, changes to local defences- position due to development of armoury specific to the defence of the port of Portsmouth.	Understand the similarities between the changes in Ancient Civilisations despite the different locations (geography of location)	Explain with simple examples the changes during the Ancient Egyptian civilisation to include the influence from Rome.	

<p><b>Cause &amp; Consequence</b> inc short term/ long term</p>		<p>Describe with simple examples why the Romans came to Britain and the short term and long term impact they had.</p>		<p>Describe simply the causes of WW2 and the short and long term impact this had on the world.</p>	<p>Describe and give simple examples of why the Saxons came to Britain and how and why they converted to the Christian faith.</p>	<p>Describe and give simple examples of why the Vikings came to Britain and the conflict they had with the Saxons.</p>		<p>Explain the cause and consequences of the Sinking of the Mary Rose.</p>	<p>Explain the consequences of the change in the armoury in the protection of Portsmouth.</p>		<p>Explain how they Initially gave stability through trade (Protection from the surrounding desert) but change occurred brought about by human relationships i.e with Rome.</p>	
<p><b>Significance</b> inc short term/ long term</p>		<p>Identify the significance of the Romans legacy and how this reveals events in history and contemporary life.</p>	<p>Explore important historical events and people that are still remembered today in Petersfield.</p>	<p>Identify simply the short and long term significance of WW2 in history and how it still has significance today.</p>	<p>Identify the Saxon legacy revealing language, learning, Christianity and how they are important in history and contemporary life.</p>		<p>Consider the historical significance of the Ancient Greeks on society's structure, their changes to language and sport alongside their legacy today.</p>		<p>Visit Fort Nelson, learn about its changing roles during its existence. Recognise that historical significance varies over time.</p>	<p><i>Make judgements about the historical significance of major civilisations against specific criteria.</i></p>		
<p><b>Interpretation of the past</b> including how and why contrasting views arise</p>	<p>Describe and use evidence to show how different interpretations arise.</p>			<p>Describe different interpretations of events in WW2 and how these are continuously revised through evidence. (Friend or Foe WW2 Christmas ad.)</p>		<p>Identify significance of Vikings rule. Did they impose a negative way of living or were there positives they brought to Britain?</p>		<p>Link to Tudor portraits- Understand that interpretations (paintings) can be questioned due to the aims of the artist. (provenance)</p>				<p>Consider why there are misinterpretations of the Mayan past. E.g. belief that buildings were influenced by the Egyptians.</p>
<p><b>Historical Enquiry</b> inc source comparison and analysis</p>		<p>Enquiry packs Describe and question a range of different Roman objects deducing information to formulate investigative hypothesis.</p>		<p>Find, select and utilise suitable information from a range of sources and objects from WW2 to form justifications about this time.</p>	<p>Enquiry Pack Explore Saxon culture and Christian conversion through objects and artefacts. Ask perceptive questions.</p>	<p>Enquiry Pack</p>	<p>Enquiry Pack Ancient Greek box- Use artefacts, texts and website to develop the understanding of legacy. Question source reliability with reference to the civilization and provenance.</p>		<p>Use maps, records, texts and promotional material to consider the changes in fortifications over time. Consider why different sources can give conflicting information</p>	<p>Enquiry pack</p>	<p>Enquiry Pack British Museum visit Understand the importance of primary sources and how they compare with secondary materials. Consider why different sources can give conflicting information.</p>	<p>Enquiry Pack Compare and contrast a range of sources. Construct a reasoned argument.</p>



Connections local/national/ international, cultural, economic, military, political religious and social history		Examine local impact in local areas or through school trips – trip to Fishbourne Palace		Read local stories and newspapers about this event and visit Sustainability Centre.			Many modern institutions and institutional systems stem from the A.Greeks. Compare and contrast political structures, democracy and social structure with Britain		Understand the place of Fort Nelson in the group of forts built along Portsdown Hill and its role as a military museum compared with the function for which it was built.			
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