



St Mark's C. E Junior School

Progressive Knowledge, Skills & Outcome Journey for History

Outcomes				
	Year 3	Year 4	Year 5	Year 6
Autumn Local history woven in	Children will investigate what life was like for a child living in the Stone Age.	Children will investigate how life in Ancient Greece has influenced life in Britain today	Children will investigate whether it was easier for Anglo Saxons to invade or settle	Children will investigate how the Industrial Revolution changed life for the people of Britain
Spring Local history focus	Children will be able to explain how Benhall has changed from a farm overtime.	Children will learn about the growth of Cheltenham as a spa town	Children will investigate the life of a Gloucester prison inmate	Children will look at how villages and towns have changed over time.
Summer Local history woven in	Children will investigate the pyramids in order to understand life in Ancient Egyptian times	Children will learn about life as a Roman soldier in Britain	Children will decide who was more civilized: Anglo Saxons or Mayans	Children will investigate what it was like to be a child in World War 2.

Skills Progression				
	Year 3 Britain during the Stone Age and Iron Age Ancient Egyptians	Year 4 Ancient Greeks Britain during the Roman Invasion	Year 5 Britain during the Anglo Saxon and Viking Invasions Ancient Mayans	Year 6 Britain during the Industrial Revolution Battle of Britain
Chronology	Place the time studied on a timeline. Describe dates significant to that time and place in chronological order. Sequence several events or artefacts.	Place current study and significant events from time studied on a timeline. Use terms related to the period of time. Describe the main changes in the period of history. Understand more complex terms eg BC/AD and how these are sequenced on a timeline.	Place current study on time line in relation to other studies and knowledge. Sequence key events of time studied and compare and contrast to events in other studies. Use relevant dates and terms. Describe advances in time studied compared to other times studied.	Order and sequence significant dates, movements and events on a timeline. Use relevant and specific terms. Demonstrate understanding of how progression of time ran in correlation to progression and change of events and societies. Evaluate and question change and continuity.
For example..	The Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age), the first cave paintings. When the hieroglyphics were introduced, the first pyramids, the beginning of King Tutankhamun's reign, Howard Carters discovery	The Romans divided Britain into Britannia Superior and Britannia Inferior to better control Britain AD216 When were male citizens allowed to vote? When was the first Olympics held? When did Greece fall under the Roman Empire?	800BC Village farming and trade became established – how did this develop the civilisation? AD1016 Cnut become King of England AD876 Vikings permanently settle in Britain	When the Battle of Britain started and ended and why. When Churchill made big decisions, VE Day. When the first spinning jenny was invented, when the first train was invented, how all these key dates followed on sequentially and why.
Range & depth of knowledge	Use evidence to: Describe the way of life, clothing and culture of people from the past. Explain the uses of people, buildings, land and	Use evidence to: Identify reasons for and results of people's actions. Explain how lives of the rich and poor differed.	Use evidence to: Compare and contrast the different aspects of life for different people (rich, poor, men, women and children).	Use evidence to: Critique events from the past and make suggestions about how they could have turned out differently.

	resources. Describe actions of people in the past.	Explain how events have influenced life today. Compare life in early and late stages of time studied. Make links between events from the past and influences such as religion, society and technology.	Explain cause and effect of great events/inventions and their impact on life today. Evaluate an aspect of life with the same aspect from another period of time. Make reasoned judgements about reliable/non-reliable sources of information.	Evaluate how religion, society, technology, landscape etc influenced events from the past. Reach informed conclusions about cause and effect of different events. Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
For example...	How hunting food was the driving force for the Stone Age lifestyle How Egyptian slaves were treated and what this said about society	How does Greek democracy compare with modern day democracy? How did the Roman invasion positively/negatively change Britain?	How did certain inventions/methods during the Anglo Saxon/Viking period help their success? How did Mayan beliefs impact their lifestyle?	What failures from the Battle of Britain have helped our government make decisions in the modern day? How has the Industrial Revolution affected our world now? Climate change?
Use of Sources and Enquiry	Use a range of sources to find out about the past. Ask and answer questions about the past using sources of evidence. Understand how different evidence tells us about different aspects of the past.	Choose different sources of evidence to ask and answer questions about the past. Combine evidence to build up a picture about the past. Explain how one source of evidence could tell us more about the past than another source of evidence.	Begin to identify and discuss primary and secondary sources. Use different evidence to build up a picture of the time studied. Select relevant sections/sources to ask and answer specific questions. Know that people from the past have a point of view and this can affect interpretation. Describe reliability and purpose of sources of evidence.	Recognise and explain primary and secondary sources. Bring knowledge gathering from several sources together in a fluent account. Give clear reasons why there may be different accounts of history and link to factual knowledge. Evaluate reliability and make decisions about the past using sources of evidence.
For example..	Shell beads, why would the Stone Age have these and what for? What does this tell us about them?	Ancient coins, what does this tell us about society? What else could this tell us? Ancient Greek medicine and	Could the art Mayan's produced be biased towards their people? Use a variety of 'digging finds'	Using first-hand accounts, newspaper reports to find out what life in a factory was like. Why do different accounts give

	<p>Why was a village built there? What does this show the Stone Age people were using?</p> <p>Howard Carter's discovery of King Tut's tomb, its contents and how this helped modern people understand the ancient Egyptians</p>	<p>what this shows us about medicinal knowledge. Could compare to another period in time already studied (e.g. Stone Age).</p> <p>Roman architecture compared to architecture today, what do we still use now and what have we changed?</p> <p>Mosaics – why did the Romans have so many of them? What story can they tell? What story would our mosaics tell?</p>	<p>to make own decisions about life for the Anglo-Saxons. Compare this to another source of evidence and make conclusions.</p>	<p>different points of view? How does this affect how we understand and make decisions about the past?</p> <p>Use propaganda to find out about how certain influential groups or people wanted others to think. Compare this to nowadays.</p>
Significant events or people	<p>Britain during the Stone Age, Skara Brae, Stone Henge, Crickley Hill, pyramids, King Tut, the Nile, history of Benhall.</p>	<p>Mount Olympus, The Parthenon, Aristotle, Socrates, Impact of Roman invasion, Julius Caesar, Boudicca, Emperor Claudius, Gloucester mosaic finds, Cirencester, history of Cheltenham.</p>	<p>Britain during the Anglo-Saxon and Viking invasions The kings and their leadership, battles. Pre-classic, classic and post-classic eras of Mayan civilisation. Mayan cities e.g. Chichen Itza. Mayan stone temples e.g. El Castillo Gloucester Prison and Docks.</p>	<p>Britain during the Industrial Revolution, coal mining, Thomas Newcomen, Richard Arkwright, factory work, move to the cities, Battle of Britain, Winston Churchill, Hugh Dowding, evacuation, VE Day, Britain after the war, 1960s, 1970s, Margaret Thatcher, Elizabeth II, industrial development in Gloucestershire, GCHQ,</p>
For example...	<p>Skara Brae: what can Skara Brae tell us about the Stone Age?</p> <p>Why were the pyramids built by the Nile? Howard Carter King Tutankhamun</p>	<p>Boudicca: Why did she rebel against the Romans? Why didn't she want to work with them?</p> <p>Why was the Parthenon such an important place, what does it show about Greek beliefs and society?</p>	<p>Why was Cnut the Great called great?</p>	<p>Why was Margaret Thatcher called 'The Iron Lady'? Isambard Kingdom Brunel – his revolutionary work and its legacy.</p> <p>How did Thomas Newcomen help pave the way for future inventions?</p>

Assessment				
	Year 3	Year 4	Year 5	Year 6
Autumn	Children will be able to describe the way of life, clothing and culture of stone age children.	Children will be able to explain how events have influenced our lives today. To combine evidence to build up a picture about Ancient Greece.	Children will explain cause and effect of great events and their impact on life today. Use different evidence to build up a picture of the time studied.	To understand how progression of time ran in correlation to progression, change of events and society during the Industrial Revolution. Children will be able to evaluate how society, technology and landscape influenced the Industrial Revolution thus changing Britain.
Spring	Children will be able to explain the uses of land & buildings from Benhall.	Children will be able to describe the main changes of Cheltenham	Children will be able to compare and contrast aspects of life	Children will reach informed conclusions about cause and effect on different events. Bring knowledge gathered from several sources together in a fluent account.
Summer	Children will be able to use a range of sources to find out about the pyramids. Children will be able to understand what evidence tells us about the past.	Children will be able to identify the reasons for a Roman soldier's actions and the results of this. To choose different sources of evidence based on how much they can tell me about the past.	Children will be able to describe the main advances in Mayan culture compared to others times studied. Select relevant sources to ask and answer specific questions	Children will give clear reasons why there may be different accounts of history and link to factual knowledge. Critique events from the past and make suggestions about they could have turned out differently.