



## Progress in History: Key Stage 2

*We believe that learning about the past helps us to understand our present. We teach history as the story of our world from the beginning of time to the present and help children understand that the present will one day be part of history, using narrative to teach about key people and events from our local area, our country and the wider world. We help children to understand the majority of human history that occurred before the invention of writing, so much of our knowledge of these times is based on historians' interpretation of artefacts, which may change over time as new evidence becomes available. We help children understand that we learn about the past from a range of sources (primary and secondary) and give children skills to evaluate whether a source may be biased as well as analysing the validity of different viewpoints around the same event or person. Our curriculum aims to represent the history of a range of diverse people and draws on local expertise and resources to enhance teaching about key people and events in our town, including the historical importance of Watling Street and Dunstable Priory.*

Skill	Year 3	Year 4	Year 5	Year 6
<b>Units</b>	<p>What contributions did the Stone Age to Bronze Age bring to us today?</p> <p>What can we learn about Ancient Egypt from what they left behind?</p> <p>What was Dunstable like in the Middle Ages?</p>	<p>How do we use Ancient Greek ideas today?</p> <p>What was the impact of the Roman Empire on Britain?</p> <p>What was Dunstable like in the 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> Century?</p>	<p>How has life in Britain changed as a result of the Anglo Saxon and Scots invasions?</p> <p>What was the impact of the Vikings raids on Britain?</p> <p>What was Dunstable like in the 19<sup>th</sup> and 20<sup>th</sup> Century?</p>	<p>How have Early Islamic Civilisations impacted our lives today?</p> <p>How has British History beyond 1066 affected our lives?</p>

<b>Timelines and chronology</b>	<ul style="list-style-type: none"> <li>● describe events from the past using dates when things happened</li> <li>● use a timeline within a specific time in history to set out the order things may have happened</li> <li>● set out on a timeline, within a given period, what special events took place</li> <li>● begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</li> <li>● use mathematical knowledge to work out how long-ago events would have happened</li> </ul>	<ul style="list-style-type: none"> <li>● plot recent history on a timeline using centuries</li> <li>● place periods of history on a timeline showing periods of time</li> <li>● use mathematical skills to round up time differences into centuries and decades</li> <li>● use mathematical skills to help work out the time differences between certain major events in history</li> <li>● begin to build up a picture of what main events happened in Britain/ the world during different centuries</li> </ul>	<ul style="list-style-type: none"> <li>● use dates and historical language in their work</li> <li>● draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc.</li> <li>● create timelines which outline the development of specific features such as medicine, weaponry, transport</li> <li>● use mathematical skills to work out exact time scales and differences</li> </ul>	<ul style="list-style-type: none"> <li>● say where a period of history fits on a timeline</li> <li>● place a specific event on a timeline by decade</li> <li>● place features of historical events and people from past societies and periods in a chronological framework</li> <li>● appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>● describe events and periods using the words BC, AD and ancient</li> <li>● describe events and periods using the words decade and century</li> </ul>			
<b>People and society</b>	<ul style="list-style-type: none"> <li>● appreciate that the early Brits would not have communicated as we do or have eaten as we do</li> <li>● begin to picture what life would have been like for the early settlers</li> <li>● suggest why certain people acted as they did in history</li> <li>● realise that invaders in the past would have fought fiercely, using hand to hand combat</li> <li>● appreciate that war(s) would inevitably have brought much distress and bloodshed</li> <li>● have an appreciation that wars start for specific reasons and can last for a very long time</li> <li>● appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'</li> </ul>	<ul style="list-style-type: none"> <li>● recognise that the lives of wealthy people were very different from those of poor people</li> <li>● appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education</li> <li>● appreciate that what people ate was different because of the availability of different sources of food</li> <li>● recognise that people's way of life in the past was dictated by their work</li> <li>● know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>● appreciate that wars are often associated with invasion, conquering or religious differences</li> <li>● appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period</li> <li>● appreciate how items found belonging to the past help us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>● make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>● explain the role that Britain has had in spreading Christian values across the world</li> <li>● begin to appreciate that parliament has made major decisions for a long period of time</li> <li>● have a good understanding as to how crime and punishment has changed over the years</li> <li>● appreciate how plagues and other major events have created huge differences to the way medicines and healthcare was looked at</li> </ul>	<ul style="list-style-type: none"> <li>● summarise how Britain has had a major influence on world history</li> <li>● summarise what Britain may have learned from other countries and civilisations through time gone by and more recently</li> <li>● appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today</li> <li>● trace the main events that define Britain's journey from a mono to a multicultural society</li> <li>● describe features of historical people from past societies and periods they have studied</li> </ul>
<b>Events</b>	<ul style="list-style-type: none"> <li>● suggest why certain events happened as they did in history</li> </ul>		<ul style="list-style-type: none"> <li>● describe historical events from the different period/s pupils are studying/have studied</li> <li>● appreciate that significant events in history have helped shape the country we have today</li> </ul>	<ul style="list-style-type: none"> <li>● summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>● describe features of historical events from past societies and periods they have studied</li> <li>● recognise and describe differences/similarities and changes/ continuity between different periods of history</li> <li>● suggest relationships between causes in history</li> </ul>
<b>Places</b>	<ul style="list-style-type: none"> <li>● recognise that Britain has been invaded by several different groups over time</li> <li>● begin to appreciate why Britain would have been an important country to have invaded and conquered</li> </ul>			

<p><b>Using sources of evidence</b></p>	<ul style="list-style-type: none"> <li>● recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>● use various sources of evidence to answer questions</li> <li>● use various sources to piece together information about a period in history</li> <li>● use specific search engines on the Internet to help them find information more rapidly</li> <li>● begin to use more than one source of information to bring together a conclusion about an historical event</li> <li>● research a specific event from the past</li> <li>● use 'information finding' skills to write about historical information</li> <li>● through research, identify similarities and differences between given periods in history</li> </ul>	<ul style="list-style-type: none"> <li>● research two versions of an event and say how they differ</li> <li>● give more than one reason to support a historical argument</li> <li>● they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>● communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> <li>● independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skill</li> </ul>	<ul style="list-style-type: none"> <li>● test out a hypothesis in order to answer a question</li> <li>● appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>● research the life of one person who has had an influence on the way Great Britain is divided into four separate countries</li> </ul>	<ul style="list-style-type: none"> <li>● look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>● suggest why there may be different interpretations of events</li> <li>● identify and explain an understanding of propaganda</li> <li>● describe a key event from Britain's past using a range of evidence from different sources</li> <li>● suggest why certain events, people and changes might be seen as more significant than others</li> <li>● pose and answer own historical questions</li> </ul>
<p><b>Vocabulary</b></p>	<p><u>Autumn</u> Prehistory , Hunter-gatherer, Nomad, Palaeolithic Mesolithic, Neolithic, Tribe, Neanderthal Homo sapiens, Pelt <u>Spring</u> Pharaoh. Scarab, Papyrus, Scribe, Amulet Canopic jar, Sarcophagus, Tomb, Afterlife Hieroglyphics, Mummification, Irrigation Shaduf, Sphinx, Oasis, Egyptologist Ankh, Pyramid, Barter, Rosetta Stone</p>	<p><u>Autumn</u> Democracy, Acropolis, City-state, Parthenon Marathon, Olympics, Citizen, Philosopher Alphabet, Tragedy, Agora, Hellenistic Phalanx, Aristocrat, Mythology, Column Hoplite, Peninsula, Oracle, Terraced <u>Spring</u> Empire , Toga, Aqueduct, Coliseum, Centurion Emperor, Amphitheatre, Senate, Gladiator Republic, Mosaic, Arch, Chariot, Hypocaust Tunic, Aquila, Pantheon, Testudo, Circus Maximus Legionary Summer</p>	<p><u>Autumn</u> Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior Sutton Hoo, Lindisfarne, Hengest and Horsa Monk, Illumination, Manuscript, Weregild Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready <u>Spring</u> Longboat, Longhouse, Chieftain, Berserker Danegeld, Thing, Feast, Raid, Trade ,Yggdrasil,Runes, Farmer-warrior, Pagan Danelaw, Asgard, Jarl, Karl, Figurehead Chainmail, Valhalla</p>	<p><u>Autumn</u> Abbasid Caliphate, Caliph, Dinar, Hadith Hajj, Imam, Qur'an, Calligraphy, Mecca House of WisdomMongols, Crusades Sultan, Scholar, Bazaar, Mosque Caravan, Tolerance, Baghdad, Algebra or Ahu, Dynasty, Maize, Codex, Hieroglyphics Stela, Scribe, Haab, Jade, Sacrifice City-states, Terraced, Pyramid, Peasant Bloodletting, Cacao, Cenote, Huipil, Popol Vuh Tzolk'in</p>