

## History Progression at Emerson Valley School

### National Curriculum

- 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.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- 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.

	Year 3	Year 4	Year 5	Year 6
Significant figure	<ul style="list-style-type: none"> <li>• I know how some people have helped us to have better lives.</li> <li>• I recount the life of someone famous who lived in the past.</li> <li>• I know about what they did to make the world a better place.</li> <li>• I know about the life of a famous British person from the past because I know how to research.</li> <li>• I know how an event or events from the past has shaped our life today.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how some people have helped us to have better lives.</li> <li>• I recount the life of someone famous who lived in the past. I know about what they did to make the world a better place.</li> <li>• I know about the life of a famous person from the past because I know how to research.</li> <li>• I know how an event or events from the past has shaped our life today.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how some people have helped us to have better lives.</li> <li>• I know about the life of a famous person from the past because I know how to research.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how some people have helped us to have better lives.</li> <li>• I recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.</li> <li>• I know about the life of a famous person from the past because I know how to research.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• I know about how stone age people hunted for their food and what they ate.</li> <li>• I know about many of the differences between the Stone, Bronze and Iron ages.</li> <li>• I know what people learnt from stone aged paintings.</li> </ul>	<ul style="list-style-type: none"> <li>• I know about and can talk about the struggle between the Athenians and the Spartans.</li> <li>• I know about some of the things that the Greeks gave the world.</li> <li>• I know that the Greeks were responsible for the birth of the Olympics.</li> <li>• I know that the Greek Gods were an important part of Greek culture.</li> <li>• I know about at least three things that the Romans did for our country.</li> <li>• I know why the Romans needed to build forts in this country.</li> <li>• I know that Rome was a very important place and many decisions were made there.</li> <li>• I know about the lives of at least two famous Romans.</li> </ul>	<ul style="list-style-type: none"> <li>• I know where the Anglo-Saxons came from.</li> <li>• I know at least two famous Anglo-Saxons</li> <li>• I know the link between Anglo-Saxons and Christianity.</li> <li>• I know that many Anglo-Saxons were farmers.</li> <li>• I know that the Anglo-Saxons gave us many of the words that we use today.</li> <li>• I know that Britain was invaded on more than one occasion.</li> <li>• I know that the Anglo-Saxons and Vikings were often in conflict.</li> <li>• I know how to use a timeline to show when the Vikings raids started.</li> <li>• I know why the Vikings often overpowered the Anglo-Saxons.</li> <li>• I know that many Vikings came to our country as peaceful farmers.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how Britain has had a major influence on the world.</li> <li>• I know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>• I know about the main events from a period of history, explaining the order of events and what happened.</li> <li>• I know how our locality today has been shaped by what happened in the past</li> <li>• I know about the impact that one of these periods of history had on the world.</li> <li>• I describe events from the past using dates when things happened.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• I can place the time studies on a time line.</li> <li>• I can find out about everyday lives of people in times studied and compare to our lives today.</li> <li>• I can identify and give reasons for different ways in which the past is represented.</li> <li>• I can use a range of sources to find out about a period.</li> <li>• I can communicate knowledge and understanding in a variety of ways.</li> <li>• I am able to describe what a typical day would have been like for a Stone Age man, woman or child.</li> </ul>	<ul style="list-style-type: none"> <li>• I research to find answers to specific historical questions about our locality.</li> <li>• I research what it was like for children in a given period of history and present my findings to an audience.</li> <li>• I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> </ul>	<ul style="list-style-type: none"> <li>• I describe events from the past using dates when things happened.</li> <li>• I draw a timeline with different historical periods showing key historical events or lives of significant people</li> <li>• I use a time line to show when the Anglo-Saxons were in England</li> <li>• I show on a map where the Vikings came from and where they invaded our country.</li> </ul>	<ul style="list-style-type: none"> <li>• I research in order to find similarities and differences between two or more periods of history.</li> <li>• I research to find answers to specific historical questions about our locality.</li> <li>• I research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>

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