



History Knowledge Progression Map

	Autumn	Spring	Summer
Year 3	<p>Theme: Stone Age</p> <p>LO: To define the 'Stone Age' and its different periods.</p> <p>LO: To use sources to identify distinctive features of two time periods.</p> <p>LO: To compare change between the Neolithic period and earlier periods.</p> <p>LO: To know about life in Neolithic times from investigating historical and archaeological sources. (Skara Brae)</p> <p>LO: To provide valid reasons for the existence of monuments (Stonehenge).</p> <p>LO: To perform a role play showing the extent of change during the Stone Age.</p>	<p>Theme: Iron Age/ Bronze Age</p> <p>LO: To understand the importance of the improvements made by using bronze.</p> <p>LO: To use sources in order to find out more about Bronze Age life.</p> <p>LO: To reach a conclusion about the scale of the achievements made in the Iron Age.</p> <p>LO: To make a comparison between home life in the Bronze Age and the Iron Age.</p> <p>LO: To understand the dangers faced in Bronze and Iron Age Britain.</p> <p>LO: To reach an overall judgement comparing the Bronze Age to the Iron Age.</p>	<p>Theme: Ancient Egyptians</p> <p>LO: To identify reasons why the Ancient Egyptians are considered a successful civilisation.</p> <p>LO: To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.</p> <p>LO: To understand how different groups of people contributed to Ancient Egyptian achievements.</p> <p>LO: To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.</p> <p>LO: To understand Ancient Egyptians beliefs about creation and the afterlife.</p> <p>LO: To be able to identify the most important achievements of the Ancient Egyptians.</p>
Year 4	<p>Theme: Romans</p> <p>LO: To show which countries the Romans went to.</p> <p>LO: To understand why the Romans were able to defeat the Celts.</p> <p>LO: To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall</p> <p>LO: To be able to reach a valid conclusion on whether Roman roads were a positive development.</p> <p>LO: To use evidence to decide which of the Roman developments has the greatest significance today</p> <p>LO: To use evidence to re-enact experiences in the Roman army.</p>	<p>Theme: Anglo Saxons</p> <p>LO: To know who the Anglo-Saxons were, and why and when they chose to settle in England.</p> <p>LO: To discover how the Anglo-Saxons lived using archaeological evidence.(Sutton Hoo)</p> <p>LO: To be able to explain why the Staffordshire Hoard was so significant.</p> <p>LO: To know about some of the key documents related to Anglo-Saxon times and their limitations.</p> <p>LO: To produce a valid argument about whether this period deserves to be called a 'Dark Age'.</p> <p>LO: To understand what can be discovered about the past from archaeological remains.</p>	<p>Theme: Local History</p> <p>LO: To understand what makes a building special.</p> <p>LO: To understand that there are a diverse range of reasons why buildings are listed.</p> <p>LO: To reach a decision on whether a building is worth saving.</p> <p>LO: To plan a campaign for an 'at risk' building.</p> <p>LO: To produce a creative response to our campaign buildings to show at an exhibition.</p>



<p>Year 5</p>	<p>Theme: Ancient Mayan</p> <p>LO: To use evidence to reach conclusions about the lives of the Maya in the past and the present. LO: To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long. LO: To know and understand why religion was important to the Maya. LO: To investigate Maya technology and culture and reach a conclusion on how advanced Maya society was. LO: To be able to provide valid reasons why the Maya disappeared around 900 AD. LO: To reach a conclusion about whether the Maya are a significant society and should be remembered.</p>	<p>Theme: The Vikings</p> <p>LO: To understand why there are differing accounts of what happened during the raid on Lindisfarne. LO: To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave. LO: To know when, where and why the Vikings settled in Britain. LO: To present a valid argument for whether King Alfred deserved the title 'Great'. LO: To know what evidence we have about the Vikings, and to evaluate the quality of the evidence. LO: To create a Viking saga reflecting what you know about the Vikings.</p>	<p>Theme: Crime and Punishment</p> <p>LO: To understand how and why laws and punishments change over time. LO: I can explain how attitudes towards crime have changed over time. LO: To understand how and why the police force has changed over time. LO: To understand that views on what is a punishment have changed over time. LO: To understand how and why attitudes towards the suffragettes have changed over time. LO: To share our knowledge about the changes in Crime and Punishment.</p>
<p>Year 6</p>	<p>Theme: Ancient Greeks</p> <p>LO: To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day. LO: To compare the lives led by the Spartans and the Athenians. LO: To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games. LO: To understand the importance of religion and the gods to the Ancient Greek people. LO: To utilise evidence to know and understand the importance of warfare in Ancient Greece. LO: To communicate my knowledge and understanding of the legacy of the Greeks.</p>	<p>Theme: The Impact of War</p> <p>LO: To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality. LO: To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality. LO: To know and understand how the World Wars impacted daily life. LO: To be able to explain if it was more dangerous to live in our locality in the First or Second World War. LO: To design a memorial that reflects the contribution made by people in the locality in both World Wars. LO: To collect and present all our knowledge about the locality in wartime in an engaging and informative way.</p>	<p>Theme: Journeys</p> <p>LO: To know and understand why people undertake journeys. LO: To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times. LO: Why the Irish 3rd class passengers travelled on the Titanic. LO: To know and understand why the Kindertransport took place. LO: To know and understand why people travelled on the Empire Windrush. LO: To know and understand why refugees risk their lives making journeys today.</p>