



## Progression Map: History (culture and invasion)

KS2 National Curriculum	Year 3	Year 4	Year 5	Year 6
<p><b>Chronological Understanding</b></p> <p>NC - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>	<p>A Historian can use timelines to place events in order within a period.</p> <p>A Historian can use dates and terms relating to the passing of time (BC / AD)</p> <p>A Historian can sequence several events or artefacts</p>	<p>A Historian can place events from periods studied on a time line</p> <p>A Historian can use terms related to the period and begin to date events</p> <p>A Historian can understand more complex terms e.g. BCE, CE</p>	<p>A Historian knows, recalls and sequences key events from the time studied</p> <p>A Historian can use relevant terms and period labels</p> <p>A Historian can make comparisons between different times in the past</p>	<p>A Historian can place a current study on a time line in relation to other studies</p> <p>A Historian can use relevant dates and terms</p> <p>A Historian can sequence up to 10 events on a time line</p>
<p><b>Knowledge and understanding of the past, events and people</b></p> <p>NC - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>NC - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>NC - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>A Historian can use evidence to describe the past: houses and settlements, culture and leisure, beliefs and attitudes, food and diet</p> <p>A Historian can find out how any of these have changed during a time period</p> <p>A Historian can identify similarities and differences during a time period</p> <p>A Historian can understand why people did things, why events happened and what happened as a result</p>	<p>A Historian can show knowledge and understanding by describing features of past societies and periods</p> <p>A Historian can give reasons why changes in culture occurred</p> <p>A Historian can identify similarities and differences within and across past societies and periods</p> <p>A Historian can identify and explain causes for settlement and the consequences of this</p> <p>A Historian can identify and explain how a local area has changed over time</p>	<p>A Historian can identify and describe achievements of past societies and periods</p> <p>A Historian can give some causes and consequences of the main achievements and changes in periods studied</p> <p>A Historian can make comparisons between past societies and periods</p> <p>A Historian can examine causes and results of great achievements and the impact these had on people then and now</p>	<p>A Historian can choose and use reliable sources of evidence to describe features of past societies and periods</p> <p>A Historian can give their own reasons why changes have occurred, supported by evidence</p> <p>A Historian can make connections and draw contrasts between some features of a range of past societies and periods</p> <p>A Historian can explain causes and effects of past events using evidence to support and illustrate their explanation</p>

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<p><b>Historical Enquiry</b></p> <p>NC - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>A Historian can use a wider range of primary and secondary sources to find out about past societies and periods</p> <p>A Historian can select and record relevant information</p> <p>A Historian can begin to use the library and internet</p>	<p>A Historian can use primary and secondary evidence to build up a picture of the past</p> <p>A Historian can choose relevant material to present a picture of one aspect of life of a past society or period studied</p> <p>A Historian can use the library and internet</p>	<p>A Historian can understand the difference between primary and secondary sources and begin to identify them</p> <p>A Historian can select relevant sections of information to build a picture of a past event</p> <p>A Historian can use the library and internet with increasing confidence</p> <p>A Historian can begin to evaluate the usefulness of sources</p>	<p>A Historian can recognise primary and secondary sources and explain the differences</p> <p>A Historian can select relevant information from a range of sources to describe aspects of past societies and periods</p> <p>A Historian can select the most appropriate source of evidence to answer questions and draw conclusions</p> <p>A Historian can evaluate the usefulness and accurateness of different sources of evidence</p> <p>A Historian can form their own opinions about historical events from a range of sources</p>
<p><b>Historical Interpretation</b></p> <p>NC - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>A Historian can identify and recount some details about the past from sources</p>	<p>A Historian can look at 2 versions of the same event and identify differences in the accounts</p> <p>A Historian can understand that sources can contradict each other and that this can affect our interpretation of the past.</p>	<p>A Historian looks at different versions of the same event and identifies differences in the accounts (fact or fiction)</p> <p>A Historian knows that people (now and in the past) can represent events of ideas in ways that persuade others</p> <p>A Historian gives reasons why there may be different accounts of history</p>	<p>A Historian can understand that the past has been represented in different ways</p> <p>A Historian understands that some evidence is propaganda or opinion and that this affects interpretations of history</p> <p>A Historian can suggest accurate and plausible reasons for how/why aspects of the past have been represented in different ways</p>

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<p><b>Organisation and Communication</b></p> <p>NC - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>A Historian can present findings about the past using speaking, writing, ICT and drawing skills</p> <p>A Historian can write simple stories and recounts about the past</p> <p>A Historian can give answers to questions about the past (speaking)</p>	<p>A Historian can communicate their knowledge and understanding about a past society or a period studied in a chosen way for an audience</p> <p>A Historian can give answers to questions about the past (speaking and writing)</p>	<p>A Historian can communicate their knowledge and understanding about a past society or a period studied through structured and organised findings choosing the most appropriate way</p> <p>A Historian can answer a question about the past using relevant knowledge to support their answers</p>	<p>A Historian can communicate their knowledge and understanding about a past society or a period studied through structured and organised findings, making use of different ways of presenting information</p> <p>A Historian can answer a question about the past, giving both sides of the argument and using evidence and knowledge to support their opinions and explanations</p>
<p><b>Vocabulary</b></p> <p>NC - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>	<p><b>Culture: The Stone Age, Bronze Age and Iron Age</b>  <a href="#">Living memory</a>, <a href="#">chronology</a>, <a href="#">timeline</a>, duration, continuity, <a href="#">change</a>, comparison, BC, AD, prehistoric, stone age, bronze age, iron age, Palaeolithic, Mesolithic, Neolithic, civilisation, archaeology, archaeologist, well-preserved, factual, interpretation, culture, migration, settler, settlements, tribe, community, nomadic, cave, tipi dome, wattle &amp; daub, agriculture, hunter-gatherer, resources (food &amp; material) farmer, weapons and tools, henge, structure, domesticate <a href="#">historical evidence</a>, <a href="#">historical interpretation</a>.</p> <p><b>Invasion and culture: The Romans</b>  Empire, Emperor, resistance, invasion, <a href="#">monarch</a>, <a href="#">AD</a>, <a href="#">tribe</a>, Celtic, conquer, living concurrently, expansion, <a href="#">historical evidence</a>, <a href="#">historical interpretation</a>.</p>	<p><b>Invasion and culture: Anglo Saxons and Scots</b>  <a href="#">Invade</a>, <a href="#">invasion</a>, <a href="#">AD</a>, <a href="#">settled</a>, <a href="#">settlement</a>, emigration, Kingdom, village, rune  Wattle-and-daub archaeologist, <a href="#">artefacts</a>, excavations, conquer Occupation, Civil war, Empire, Provinces, Rule, Raiders, Angles, Saxons, Jutes, Kingdoms, Warriors, <a href="#">historical evidence</a>, <a href="#">historical interpretation</a>.</p> <p><b>Invasion and culture: The Vikings</b>  <a href="#">Invade</a>, <a href="#">invasion</a>, <a href="#">AD</a>, <a href="#">settled</a>, <a href="#">settlement</a>, longships, raided, trade, monasteries, pillage, pagans, conquer, <a href="#">historical evidence</a>, <a href="#">historical interpretation</a>.</p> <p><b>Culture: Local history study – Tudors at Cedars Park</b>  Tudors <a href="#">monarch</a>, reign, era, heir, <a href="#">family tree</a>, <a href="#">manor house</a>, <a href="#">ruins</a>, inherited residence,</p>	<p><b>Culture: Ancient Egyptians</b>  <a href="#">BC</a>, <a href="#">AD</a>, Pharaoh, hieroglyphics, tomb, mummification, papyrus, obelisk, civilization, <a href="#">historical</a></p> <p><b>Culture: Ancient Greece</b>  <a href="#">BC</a>, <a href="#">AD</a>, <a href="#">Government</a>, Democracy, legacy, mythology, Olympics, society, culture, citizen, Mediterranean, Aristocrat  <a href="#">historical evidence</a>, <a href="#">historical interpretation</a></p>	<p><b>Invasion and culture: WW2</b>  Troops, allies, axis, treaty, <a href="#">invasion</a>, Government, nation, rationing, evacuation, prejudice, persecution, Nazi, propaganda, Czechoslovakia, culture, <a href="#">historical evidence</a>, <a href="#">historical interpretation</a></p> <p><a href="#">BC</a>, <a href="#">AD</a>, <a href="#">civilization</a>, decline, society, maize, dynasty, <a href="#">Hieroglyphs</a> <a href="#">historical evidence</a>, <a href="#">historical interpretation</a>.</p>