

Year 3 Skills Progression for History				Year 4 Skills Progression for History		
<p>INTENT: For children to have a secure knowledge of chronology and to confidently and critically explore the events, people and places from The Stone Age to the present day</p>						
Breadth of Study for History	<p><i>What did the Romans leave behind?</i></p> <p>The Roman Empire Boudicca Handling artefacts Secondary sources</p>	<p><i>From the Stone Age to the Iron Age</i></p> <p>Hunter-gatherers & early farmers Stonehenge Iron Age hill forts Handling artefacts Secondary sources</p>	<p><i>How do we know so much about the Ancient Egyptian civilization?</i></p> <p>Early achievements An in-depth study Handling artefacts Secondary sources</p>	<p><i>Who were the Anglo-Saxons and the Scots?</i></p> <p>Pose questions Explore through stories and drama Make links between the past and present day</p>	<p><i>How have we learnt about the lives of The Vikings?</i></p> <p>Pose questions Explore through stories and drama Make links between the past and present day Compare and contrast the lives of two different nurses</p>	<p><i>Who is Queen Elizabeth II & Who Was Queen Elizabeth I?</i></p> <p>Compare and contrast the lives of two queens Questioning Research Make links between the past and present day</p>
	End Points / Cross-Curricular Links	<p>Autumn 2's Learning Focus:</p> <p>The Romans</p> <p>READ: Roman Diary</p> <p>WRITE: Historical diary; biography - Boudicca</p> <p>TRIP: Museum of London (Hands on Romans – KS2)</p>	<p>Spring 2's Learning Focus:</p> <p>Ages Ago</p> <p>READ: Stig of the Dump</p> <p>WRITE: Historical diary – Stone Age Boy</p> <p>TRIP: Queen Elizabeth's Hunting Lodge, Epping Forest</p>	<p>Summer 2's Learning Focus:</p> <p>The Ancient Egyptians</p> <p>READ: Egyptology: Search for the Tomb of Osiris and If I Were a Kid in Ancient Egypt</p> <p>WRITE: Explanation text – how to mummify a body</p> <p>TRIP: British Museum (Rosetta Stone)</p>	<p>Autumn 1's Learning Focus:</p> <p>Anglo-Saxons</p> <p>READ: Beowulf</p> <p>WRITE: Diary – a day in the life of Beowulf</p> <p>TRIP: British Museum (Anglo-Saxon & Viking exhibitions)</p>	<p>Autumn 2's Learning Focus:</p> <p>Vikings</p> <p>READ: Viking Boy & The Dragon's Hoard</p> <p>WRITE: Narrative with dialogue to move to the story on</p> <p>TRIP: Museum of London (Invaders & Settlers – KS2)</p>
Language of time	<p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Begin to construct clear narratives within the periods studied</p> <p>Place themselves, other people and events on a timeline</p> <p>Use terms including BC, AD and BCE and CE with increasing accuracy</p> <p>Understand and use historical vocabulary (see LKS2 Vocabulary Progression)</p>			<p>Confidently demonstrate a chronologically secure knowledge and understanding of British, local and world history</p> <p>Construct clear narratives within the periods studied</p> <p>Place themselves, other people and events on a detailed timeline</p> <p>Use terms including BC, AD and BCE and CE accurately</p>		

	documents)	Understand and use historical vocabulary (see LKS2 Vocabulary Progression documents)
Enquiry	<p>Begin to pose thoughtful and historically valid questions</p> <p>Recognise that knowledge of the past is constructed from a range of sources</p> <p>Discuss in increasing detail everyday issues that were faced by people in the periods studied e.g. Romans, Stone Age, Iron Age, Ancient Egypt</p> <p>Use a range of secondary sources</p>	<p>Pose thoughtful and historically valid questions</p> <p>Recognise that knowledge of the past is constructed from a range of sources</p> <p>Discuss in increasing detail everyday issues that were faced by people in the periods studied e.g. Anglo Saxons, Scots, Vikings, Mayans</p> <p>Use a range of secondary sources</p>
Changes within living memory	Explore how light sources have changed in recent years (Science discussion link)	Explore how chocolate and electricity have changed lives in recent years (Science discussion link)
Events beyond living memory	<p>Discuss changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	The legacy of Roman culture through language – KS2 Latin & Roman/Greek culture (etymology)
The lives of significant individuals in the past	Be introduced to historical leaders e.g. Caesar, Boudicca, Tutankhamen	Be introduced to historical leaders e.g. Beowulf, Shackleton, Montezuma
Significant historical events, people and places	<p>Explore Queen Elizabeth’s hunting lodge in Epping Forest</p> <p>Design, make and evaluate a Roman Chariot (DT) – wheels and axles</p> <p>Make and evaluate a traditional Egyptian meal (DT) – basbousa, fattoush, Egyptian bread pudding (omm ali)</p>	<p>Anglo-Saxon weaving - design, make and evaluate (DT)</p> <p>Mayan masks – design, create and evaluate (DT)</p>
Mastery Achieved (date)		

Include vocabulary progression by phase, topic mats

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