



Amberley CE Primary School



St. James' CE Primary School,
Coldwaltham



Enabling every child to thrive and succeed

At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult. We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.

Respect, Kindness, Honesty, Positivity and Teamwork

History

History Progression Map – Key Stage 2

Cycle A

Cycle A Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
	<p><u>Romans</u></p> <p>I know that the first invasion was in 55BCE by Julius Caesar and the second invasion was in 43ACE by Emperor Claudius when the Romans stayed.</p> <p>I know that the Roman Empire ruled from Rome and that it extended over many countries.</p> <p>I know why the Romans invaded Britain e.g. natural resources, territory, slaves.</p> <p>I know that the Romans did not arrive to an uncivilised country.</p> <p>I know who Boudicca was and that she provided resistance to the Romans.</p> <p>I can name some aspects of Roman legacy e.g. language,</p>	<p><u>Ancient Egypt</u></p> <p>I know that the Ancient Egyptians began around 3100 BCE or 5000 years ago.</p> <p>I can locate Ancient Egyptian period on a timeline.</p> <p>I know that pharaohs ruled Ancient Egypt.</p> <p>I know that the Ancient Egyptians believed in several Gods and the afterlife.</p> <p>I know that as part of the British Empire, Britain collected ancient treasures from early civilisations and occupied Egypt during part of its Empire.</p> <p>I know that Howard Carter is famous for discovering the tomb of Tutankhamun.</p>	<p><u>Ancient Greeks</u></p> <p>I know that the Ancient Greek period from 1500BCE-300BCE and I can place this on a timeline.</p> <p>I know that democracy stems from this period.</p> <p>I know that Ancient Greeks influenced architecture across the world.</p> <p>I know that the Ancient Greeks believed in many Gods, and this was integral to Ancient Greek life.</p> <p>I know that the Ancient Olympic games was a religious festival in honour of Zeus and is the forerunner of the modern Olympics today.</p> <p>I know that there are many myths and stories from this</p>	<p><u>Early Islamic civilisation including Baghdad.</u></p> <p>I know Baghdad was a great city where important developments took place in Mathematics and Science.</p> <p>I know Baghdad was on the Silk Road so was a centre for trade, and attractive because of its water supply and fertile soil.</p> <p>I know Baghdad was a circular city with splendid palaces, mosques, gardens, parks, and even a hospital.</p> <p>I know The House of Wisdom in Baghdad contained wonderful libraries which preserved knowledge from ancient Greek and Roman times what would otherwise have been lost. It contained the largest collection of books in the world.</p>

	<p>Christianity, roads, Roman Numerals.</p> <p>I understand the terms BCE/ACE and BC/AD.</p> <p>I know the difference between Primary and Secondary evidence.</p>	<p>I know that the pyramids are tombs.</p> <p>I know that the Ancient Egyptians developed a writing system called hieroglyphics.</p>	<p>period which are still popular today.</p> <p>I know some differences between the Athenian and Spartan way of life.</p> <p>I know that Ancient Greece was divided in city states or Polis.</p>	<p>I know this Golden Age of Islam left a wonderful legacy of things we use today including algebra, Arabic numerals, mechanical clocks, cameras etc.</p> <p>I know Baghdad was a tolerant society with many groups of people from around the world meeting there.</p> <p>I know that nothing of the old city of Baghdad remains after it was destroyed in the 13th century but there are wonderful remains elsewhere from this time such as those in Spanish cities such as Cordoba and Granada.</p> <p>Face value I know that monarchs employed artists to boost their image.</p> <p>I know that some portraits were made to convey a message important at that time.</p> <p>I know that Queen Elizabeth 1 controlled her portraits.</p>
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Key Vocabulary	Invasion, empire, settle, Celts, Iceni, gladiators	Egyptian, pyramid, tomb, mummy, Nile, embalmers, canopic jar, ancient, occupied, pharaoh	Democracy, legacy, empire, civilisation, mythology, architecture, philosophy, Mount Olympus, Gods,	Baghdad, House of Wisdom, mosque, silk road, merchant, ailments, golden age, advancement

			Goddesses, Olympics, Ancient, Temples, Polis, Athens, Sparta.	Monarchy, propaganda, influence, interpret, portrait, Hans Holbein, period
Assessment	Quiz	Ongoing formative assessment in lesson slides, summative quiz	Ongoing formative assessment in lesson slides, summative quiz Taxonomy hexagons. Extended write on how Athens beat Persians in the Battles of Marathon What do these images tell us about the role of women in Ancient Greece?	Pupils write an answer to the question: Why was Fred Morley able to get his photographs of the Blitz past the censors? I think the most significant monarch in British history was... because....
Local Connection	Chichester (Noviomagus Reginorum) Fishbourne Roman Palace Bignor Roman Villa, Novium museum			Petworth House Tangmere Museum

History Progression Map – Key Stage 2

Cycle B

Cycle B Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
	<p><u>Stone age to Iron age</u></p> <p>I know where the Stone age, Bronze age and Iron age are on a timeline.</p> <p>I know the order of the 'ages' is: stone, bronze, iron.</p> <p>I know that the people were hunter gatherers, and this gradually changed to settlers and farming.</p> <p>I know that we have iron age settlements in our locality.</p> <p>I know that Stone Henge is an important British monument built 5000 years ago in the Bronze age.</p> <p>I know that Iron age Britons eventually became known as Celts.</p> <p>I know that Iron age people built the first hill forts to</p>	<p><u>Anglo Saxons & Vikings</u></p> <p>I know that the Anglo-Saxons began invading Britain in the 4th Century ACE and can place this on a timeline.</p> <p>I know that the Anglo-Saxons came from Germany, Denmark and the Netherlands.</p> <p>I know that the Anglo-Saxons invaded for territory and resources like the Romans and were mainly farmers.</p> <p>I know that our English language came from this period.</p> <p>I know that we have Anglo-Saxon features in our locality e.g. Burpham.</p> <p>I know that Christianity became the main religion of</p>	<p><u>Crime and Punishment</u></p> <p>I know that crimes and punishments have changed over time.</p> <p>I can use different sources to find out about crimes and punishments of the past e.g. written/pictorial/ photos/ newspapers</p> <p>I know that poverty and hunger impacted crime rates</p> <p>I know how punishments were different for the poor and the rich</p> <p>I can explain how crimes were punished in the medieval times.</p> <p>I know that the legend Robin Hood</p>	<p><u>Local history study: development of Arundel</u></p> <p>I know that Arundel began as a Saxon village.</p> <p>I know that the landscape of Arundel has changed over time.</p> <p>I know that a castle was built in the Norman times in 1067.</p> <p>I know that the castle was built on a site of strategic importance.</p> <p>I know that Arundel was an important market town.</p> <p>I know that Arundel was a centre of trade for our local area and had a port.</p> <p>I know that not everybody experienced the same way of life throughout the history of Arundel.</p>

	<p>defend themselves from different Celtic tribes.</p>	<p>Britain at this time, taking over from Paganism.</p> <p>I know that during this period Britain was made up of different Kingdoms.</p> <p>I know that our days of the week stem from Anglo-Saxons.</p> <p>I know that there was a king called Alfred the Great who fought against the Vikings and built the foundations for the kingdom of England.</p> <p>I know that this period is also called the Dark Ages.</p> <p>I know that Edward the Confessor was the last but one Anglo-Saxon king.</p> <p>I know some Anglo-Saxon laws and justice.</p>	<p>I know what vagrancy is.</p> <p>I know what a hue and cry is.</p> <p>I know the first prison was in Victorian times in 1816, Millbank, London.</p> <p>I know that in the 18th Century, pre-Victorian era, punishments were more severe</p> <p>I know that transportation ended in 1868</p> <p>I know the first Police force in England in 1829 by Sir Robert Peel</p> <p>I know that capital punishment ended in England 1964</p> <p>I can talk about modern crimes e.g. cyber crime</p>	<p>I know that there were religious conflicts between Catholics and Protestants during the Middle Ages.</p> <p>I know that the civil war took place in 1642-1651 and affected Arundel and part of the castle was destroyed.</p> <p>I know that Arundel declined during the time after the civil war.</p> <p>I know that a window tax was introduced during the Georgian period which changed the way many buildings look in Arundel today.</p> <p>I know what a smuggler is, and that smuggling happened in Arundel.</p> <p>I know that the castle was rebuilt during the Victorian period and that Arundel became popular once more.</p>
<p>Key Vocabulary</p>	<p>hill fort, hunter-gather, Neanderthal, homo-sapien, Neolithic, borer, pelt</p>	<p>Angles, Anglo-Saxon, archaeological, Viking, Danelaw, Jutes, migration, Picts, settler, settlement, Germany, Denmark, Trade</p>	<p>Crime, criminal, punishment, justice, prison, transportation, colonies, police force.</p>	<p>Arundel, culture, freedom, civil rights, Civil war, market, Protestant, Catholic, revolution, change, peasant, decade, smuggler,</p>

				peace, racism, civil disobedience.
Assessment	Quiz - timeline, multiple choice questions, open questions	Quiz - timeline, multiple choice questions, open questions	Pupils create caption for picture showing what they can infer from the image, using their knowledge of the story. Short written explanations Balanced argument writing.	Individual presentation in own way (choose from: Google Slides, Posters, make speech notes) Guidance on what must be covered.
Local connection	South Downs Neolithic sites: Cissbury, Church Hill, Harrow Hill and Blackpatch.	Local area	Arundel Castle	Arundel castle, Arundel museum, Amberley, Amberley castle. School Houses. Weald & Downland
Disciplinary Knowledge				
Chronology	Place the time studied on a timeline Sequence events or artefacts and use dates related to the passing of time	Place events from period studied on a timeline Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD Know the meaning of: decade, ancient, modern	Place current study on timeline in relation to other studies Know and sequence key events of time studied Use relevant terms and periods Relate current studies to previous studies	Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to ten events on a timeline

			Make comparisons between different times in history	
Range and depth of historical knowledge	<p>Find out about the everyday lives of people in the time studied and compare with our life today.</p> <p>Identify reasons for and results of people’s actions.</p> <p>Understand why people may have had to do something.</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p>	<p>Use evidence to reconstruct life in the time studied and identify key features and events.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another time period.</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time period studied.</p> <p>Write another explanation of a past event in terms of cause and effect.</p> <p>Use evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare and contrast ancient civilisations.</p>

<p>Range of sources</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period – museum, cartoons, etc.</p>	<p>Look at the range of evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p>	<p>Compare accounts of events from different sources.</p> <p>Fact or fiction.</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library etc. for research.</p>
<p>Historical enquiry</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details using artefacts and pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research.</p> <p>Ask and answer questions.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in a time studied.</p> <p>Select relevant sections of information.</p> <p>Confidently use the library and e-learning for research.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of the past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account</p>