




# KA Long Term Planning History 2022-23 KS2


History skills and knowledge progression

	Year 3	Year 4	Year 5	Year 6
<b>Everyday life</b> 	<p>Children can:</p> <ul style="list-style-type: none"> <li>-describe the everyday lives of people from past historical periods.</li> </ul> <p><i>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</li> </ul> <p><i>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain how everyday life in an ancient civilisation changed or continued during different periods.</li> </ul> <p><i>Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</li> </ul> <p><i>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</i></p>



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<p><b>Hierarchy and Power</b></p> 	<p>Children can:</p> <ul style="list-style-type: none"> <li>-describe the roles of tribal communities and explain how this influenced everyday life.</li> </ul> <p><i>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-describe the hierarchy and different roles in ancient civilisations.</li> </ul> <p><i>Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-describe the significance, impact and legacy of power in ancient civilisations.</li> </ul> <p><i>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-describe and explain the significance of a leader or monarch.</li> </ul> <p><i>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</i></p>
<p><b>Civilizations</b></p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>



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-describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age;

*The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.*

- describe ways in which human invention and ingenuity have changed how people live.

*Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the*

-construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.

*The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.*

Describe the significance and impact of power struggles on Britain.

*The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon*

-create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

*The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.*

-describe some of the significant achievements of mankind and explain why they are important.

*An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.*



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	<p><i>development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</i></p>	<p><i>king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king</i></p>		
<p><b>Report and conclude</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-make choices about the best ways to present historical accounts and information.</li> </ul> <p><i>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</li> </ul> <p><i>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists and videos.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</li> </ul> <p><i>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</li> </ul> <p><i>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</i></p>



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<p><b>Communication</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-use historical terms to describe different periods of time.</li> </ul> <p><i>Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-use more complex historical terms to explain and present historical information.</li> </ul> <p><i>Historical terms include abstract nouns, such as invasion and monarchy.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-articulate and organise important information and detailed historical accounts using topic related vocabulary.</li> </ul> <p><i>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-use abstract terms to express historical ideas and information.</li> </ul> <p><i>Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</i></p>
<p><b>Artefacts and sources</b></p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>



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	<p>-make deductions and draw conclusions about the reliability of a historical source or artefact;</p> <p><i>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</i></p> <p>-identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p><i>Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not</i></p>	<p>-explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner;</p> <p><i>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</i></p> <p>- identify bias in primary and secondary sources;</p> <p><i>Bias is the act of supporting or opposing a person or thing in an unfair way.</i></p> <p>- interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p>	<p>-use a range of historical sources or artefacts to build a picture of a historical event or person;</p> <p><i>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</i></p> <p>- find evidence from different sources, identify bias and form balanced arguments.</p> <p><i>Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</i></p>	<p>-ask perceptive questions to evaluate an artefact or historical source;</p> <p><i>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</i></p> <p>-identify different types of bias in historical sources and explain the impact of that bias.</p> <p><i>Different types of bias include political, cultural or racial.</i></p>
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	<i>experience or participate in the event. A secondary source interprets and analyses a primary source.</i>	<i>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</i>		
<b>Local history</b>	Children can:  -analyse a range of historical information to explain how a	Children can:	Children can:	Children can:



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	<p>national or international event has impacted the locality.</p> <p><i>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality</i></p>	<p>-describe and explain the impact of a past society on a local settlement or community.</p> <p><i>A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.</i></p>	<p>-investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p> <p><i>Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).</i></p>	<p>-present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p><i>Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.</i></p>
<p><b>Compare and contrast</b></p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>





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	<p>- explain the similarities and differences between two periods of history.</p> <p><i>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</i></p>	<p>-compare and contrast two civilisations.</p> <p><i>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</i></p>	<p>- compare and contrast an aspect of history across two or more periods studied.</p> <p><i>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</i></p>	<p>- compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p><i>Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</i></p>
<p><b>Significant events</b></p>	<p>Children can:</p>	<p><i>Children can:</i></p>	<p>Children can:</p>	<p>Children can:</p>



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	<p>-explain the cause and effect of a significant historical event.</p> <p><i>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</i></p>	<p>- explain in detail the multiple causes and effects of significant events.</p> <p><i>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</i></p>	<p>- explain why an aspect of world history is significant.</p> <p><i>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</i></p>	<p>- present a detailed historical narrative about a significant global event.</p> <p><i>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</i></p>
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<p><b>Significant people</b></p> 	<p>Children can:</p> <ul style="list-style-type: none"><li>- devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</li></ul> <p><i>Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"><li>- construct a profile of a significant leader using a range of historical sources.</li></ul> <p><i>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"><li>- explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li></ul> <p><i>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"><li>- examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</li></ul> <p><i>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</i></p>
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<p><b>Changes over time</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- summarise how an aspect of British or world history has changed over time.</li> </ul> <p><i>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</li> </ul> <p><i>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- frame historically valid questions about continuity and change and construct informed responses.</li> </ul> <p><i>Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- describe the causes and consequences of a significant event in history.</li> </ul> <p><i>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</i></p>
<p><b>British history</b></p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>



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	<p>- describe how a significant event or person in British history changed or influenced how people live today.</p> <p><i>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</i></p>	<p>-explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p><i>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</i></p>	<p>- create an in-depth study of an aspect of British history beyond 1066.</p> <p><i>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</i></p>	<p>- articulate the significance of a historical person, event, discovery or invention in British history;</p> <p><i>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</i></p> <p>- describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p><i>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.</i></p>
<p><b>Chronology</b></p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>	<p>Children can:</p>



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	<p>-sequence dates and information from several historical periods on a timeline.</p> <p><i>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</i></p>	<p>- sequence significant dates about events within a historical time period on historical timelines.</p> <p><i>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</i></p>	<p>- sequence and make connections between periods of world history on a timeline</p> <p><i>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</i></p>	<p>- articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p><i>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</i></p>
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