



Lower Key Stage 2 History Progression of Knowledge & Skills



National Curriculum	Lower Key Stage 2 Progression of Knowledge and Skills
Hi2/1.3 Anglo-Saxons & Scots (Formerly Year 4) Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots	Cycle A - I can explain who the Anglo-Saxons and Scots were and when / why they invaded and settled in Britain. - I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. - I can identify and explain key aspects of Anglo-Saxon life. - I can research and create a fact file about Canterbury Cathedral and its importance in the conversion to Christianity in Anglo-Saxon Britain. - I can research and create a fact file about Canterbury Cathedral and its importance in the conversion to Christianity in Anglo-Saxon Britain. Vocabulary: Angles, Christianity, invaders, missionary, Pagans, Picts, Romans, Saxons, settlers, The Seven Kingdoms (Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent), Scots
Hi2/1.1 Pre-Roman Britain (Formerly Year 3) Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	Cycle B - I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - I understand that The Stone and Bronze Ages were BC. - I understand that the Iron Age spanned over BC and AD. - I can use a timeline to show how the Stone/Bronze/Iron age 'fit' into history. - I can order key events and dates and periods throughout the Stone to Iron Age. - I can ask questions and find answers about the past. - I can identify and explain key aspects of life in the Stone Age, Bronze and Iron Age. - I can use a range of sources to evidence and describe towns and cities in the past and their uses and I can discuss the reliability. - I can evaluate the lasting impact the Stone Age, Bronze Age and Iron Age had on Britain. - I can communicate ideas about the past using different methods of recording. Vocabulary: Stone Age: Paleolithic period, Mesolithic period, Neolithic period, Stonehenge, Skara Brae Bronze Age: hill forts Iron Age: Roman, Britain, settlements, weapons agriculture, chronology, crop, flint, pre-historic BC (Before Christ) , AD (Anno Domini)
Hi2/1.4 Anglo-Saxons & Vikings (Formerly Year 4) Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Cycle A - I can explain when and where the Vikings came from and why they raided Britain. - I can order key events from the Viking invasion chronologically. - I can identify and explain key aspects of Viking life. - I can investigate the events of 1066 and explain their significance on life in Britain.

	Vocabulary: Battle of Hastings, conquer, Danelaw, exile, Lindisfarne, long ship, pillage, Scandinavia, Viking
Hi2/1.2 Roman Britain (Formerly Year 3) Pupils should be taught about the Roman empire and its impact on Britain	Cycle B • I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • I understand that the Roman Empire spanned over BC and AD. • I can use a timeline to show how the Roman Empire 'fit' into history. • I can ask questions and find answers about the past. • I can order key events and dates and periods throughout the period of the Roman Empire • I can identify and explain key aspects of life in Roman Britain. • I can explore the idea that there are different accounts of history • I can use a range of sources and can discuss their reliability. • I can evaluate the lasting impact the Roman invasion had on Britain. • I can communicate ideas about the past using different methods of recording.
	Vocabulary: Ancient Rome, Roman Empire, Julius Caesar, Emperor Claudius, invasion, army Celt Britain, Boudicca/Boudica, roundhouse, bath house, Roman Villa BC (Before Christ) , AD (Anno Domini)
Hi2/2.3 Ancient Civilizations (Formerly Year 4) Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following:	Cycle A • I can explain why a timeline is divided into BC and AD. • I can order key events from the Ancient Egyptian civilization chronologically. • I can explain why the Ancient Egyptians chose to settle near the River Nile and how they used it. • I can use a range of sources (including artefacts) to ask and answer questions about the Ancient Egyptians. • I can summarise the achievements of the Ancient Egyptians.
	Vocabulary: ancient, civilization, hieroglyphs, pyramid, pharaoh, sphinx, Tutankhamun
Hi2/2.1 Local History (All Years) Pupils should be taught about an aspect of local history	• Cycle A • I can research trade in different time periods. • I can arrange my research into chronological order. • I can suggest reasons why trade was important in different time periods. • I can compare trade in different time periods and explain how it has changed through time.
	Vocabulary: Stone Age, 17th Century, 21st Century

	Cycle B • I can use a timeline to show how the Victorian Era 'fits' into history. • I know Britain was the first country in the world to have an industrial revolution. • I can ask questions and find answers about the past. • I can order key events and dates and periods throughout the Victorian Era • I can identify and explain key aspects of life in the Victorian • I can use a range of sources and discuss their reliability. • I can evaluate the lasting impact the Victorians had on Ashford and the surrounding areas. • I can communicate ideas about the past using different methods of recording.
	Vocabulary: Victorians, Queen Victoria, Prince Albert, Monarch, coronation, workhouse, urban, servant, slum, poverty, railway, British Empire, Industrial Revolution, government, law.

Assessment End Points Cycle A (Formerly Year 4)	
Knowledge	Skills
• I know how to place historical periods I have studied, as well as information about my topic (including significant dates), on a timeline that is divided into 'BC'/'BCE' and 'AD'/'CE'. • I know some reasons for and results of historical events, situations and changes.	• I can include detail when I talk or write about the past and demonstrate what things were like before and after a specific time period. • I can describe changes within and between periods and societies I have learned about to identify similarities and differences in society, culture and religion. • I can compare primary and secondary sources of evidence to help me identify reliable information.

Assessment End Points Cycle B (Formerly Year 3)	
Knowledge	Skills
• I know how to place a number of events, objects, themes and people from topics I have studied on a timeline that is divided into 'BC'/'BCE' and 'AD'/'CE'. • I know why some people and events were historically important.	• I can include detail when I talk or write about the past and make connections with features of other periods I have studied (Stone Age to Iron Age). • I can describe some changes in the historical period I am studying. • I can identify the usefulness and accuracy of different primary and secondary sources of evidence.