



Haresfield CE Primary School
Progression of Knowledge and Skills in History
LKS2 Year A

Year	Knowledge				Skills
Y 3 / Y 4 Term 1 Year A	Focus: Why is Mary Anning Famous? How did Victorian attitudes change? Enrichment: Visit Stroud Museum + Wilson box – G1 – G10 National Curriculum Knowledge ✓ Significant people in Britians history Prior Learning: Link to Significant people in our local area KS1 Contributing towards: Local Inventors - Victorians (Term 3)				Chronological Awareness <ul style="list-style-type: none"> Sequencing events on a timeline Using dates to work out the interval between periods of time & the duration of historical events or periods Using BC/AD/Century Placing the time studied on a timeline Noticing connections over a period of time
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>	<u>Resources</u>	Disciplinary Concepts <ul style="list-style-type: none"> Identify and compare different periods of history & identifying changes & continuity Identifying reasons for historical events, situations & changes Using a range of sources to find out about a period
	To create a timeline showing the Stone Age, Bronze Age and Iron Age periods	The Stone Age, Bronze Age and Iron Age happened thousands of years ago in Britain. A timeline helps us understand how long ago these periods were and how they follow each other.	Prehistoric: the time in history before anything was written down.	- Large classroom timeline (10,000 BC to 0 AD) - Period cards with dates and images - Stone Age to Iron Age picture cards - BBC Teach: Stone Age to Iron Age clips - 'Stone Age Boy' by Satoshi Kitamura	Historical Enquiry <ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past Extracting the appropriate information from a historical source Identifying primary & secondary sources Use source material, including visits, to collate information about the past Asking the question "How do we know?" Reaching conclusions that are substantiated by historical evidence Describing past events orally or in writing, recognising similarities & differences with today
	To understand what fossils are and how they help us learn about the past	Fossils are the remains of plants and animals that lived millions of years ago, preserved in rock. They tell us about creatures that are now extinct.	Fossil: the remains or impression of a prehistoric plant or animal preserved in rock.	- Real or replica fossils to handle - Fossil formation diagram - Playdough/clay for making fossil imprints - BBC Bitesize: What are fossils? - Link to Science: rocks and fossils unit	
	To find out who Mary Anning was and why she is remembered	Mary Anning was a famous fossil hunter who lived in Lyme Regis in the 1800s. She discovered important dinosaur fossils including an ichthyosaur.	Palaeontologist: a scientist who studies fossils to learn about prehistoric life.	- 'Stone Girl, Bone Girl' by Laurence Anholt - BBC Bitesize: Who was Mary Anning? - BBC Teach: Mary Anning video - Images of Lyme Regis and the Jurassic Coast - Map showing Lyme Regis location	
	To explore how attitudes towards women have changed since Victorian times	In Victorian times, women were not given the same recognition as men for their work. Mary Anning's discoveries were often credited to male scientists.	Recognition: being acknowledged and praised for something you have achieved.	- Comparison cards: women's roles then/now - Images of Victorian women and modern women in science - Discussion prompt cards - Timeline showing women's rights changes - British Museum information about Mary Anning	
	To use archaeological evidence to explain how a woolly mammoth tooth could be found in Stroud	Woolly mammoths lived in Britain during the Ice Age, thousands of years ago. Their remains can still be found buried in the ground today.	Woolly mammoth: a large, hairy elephant-like animal that lived during the Ice Age and is now extinct.	- Images/replica of mammoth tooth - Ice Age Britain map - Stroud Museum contact for local finds - Ice Age timeline - Video: Walking with Beasts (Ice Age episode)	
	To investigate what we can learn about the past from archaeological evidence	Archaeologists dig carefully to find objects from the past. These objects tell us how people lived, what they ate, and what tools they used.	Archaeologist: a person who studies human history by digging up and examining objects from the past.	- Archaeological dig role-play kit - Buried artefact activity (sandbox) - Recording sheets for 'finds' - BBC Teach: What do archaeologists do? - Images of Stone Age tools and artefacts	

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Y 3 / Y 4 Term 2 Year A	Focus: Who Built the Pyramids? Enrichment: Wilson box – H 10 , H10A + H10B + Birmingham Museum				Chronological Awareness <ul style="list-style-type: none"> Sequencing events on a timeline Using dates to work out the interval between periods of time & the duration of historical events or periods Using BC/AD/Century Placing the time studied on a timeline Using dates & terms related to the unit & passing of time e.g. millennium, continuity Noticing connections over a period of time Disciplinary Concepts <ul style="list-style-type: none"> Identify and compare different periods of history & identifying changes & continuity Identifying the links between different societies Identifying similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world Using a range of sources to find out about a period Historical Enquiry <ul style="list-style-type: none"> Asking questions about the main features of everyday life in periods studied, e.g. how did people live Using a range of sources to construct knowledge of the past Extracting the appropriate information from a historical source Identifying primary & secondary sources Asking the question "How do we know?" Reaching conclusions that are substantiated by historical evidence Describing past events orally or in writing, recognising similarities & differences with today 	
	National Curriculum Knowledge https://www.bbc.co.uk/history/ancient/egyptians/					
	Ancient Egypt - KS2 History - BBC Bitesize					
	✓ the achievements of the earliest civilizations – Ancient Egypt					
	Prior Learning:					
	Contributing towards: Rivers (Geography unit)					
		<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary and Definitions</u>		<u>Resources</u>
	To place Ancient Egypt on a timeline and understand when and where Ancient Egyptians lived	Ancient Egypt existed over 5,000 years ago in North Africa. This was at the same time as other ancient civilizations like the Ancient Greeks	Ancient: belonging to the very distant past, thousands of years ago.	- World timeline showing Ancient Egypt, Greeks, Romans - World map highlighting Egypt and River Nile - Date cards (3000 BC onwards) - BBC Bitesize: Ancient Egypt overview - Images of Egyptian landscape		
	To understand why the River Nile was important to Ancient Egyptians	The River Nile provided water for drinking and farming. It flooded each year, making the soil fertile for growing crops.	River Nile: the longest river in Africa, which was essential for life in Ancient Egypt.	- Map of River Nile and surrounding desert - Diagram showing annual flooding cycle - Video: BBC Teach - River Nile - Comparison activity: life near river vs desert - Photographs of modern River Nile		
To explore the structured society of Ancient Egypt and compare the lives of rich and poor	Ancient Egyptian society had different levels. The Pharaoh ruled at the top, followed by priests, scribes, craftsmen, and farmers.	Pharaoh: the title given to the kings and queens who ruled Ancient Egypt.	- Society pyramid diagram - Role cards for different social classes - Images of rich and poor Egyptians - Comparison chart template - BBC Bitesize: Egyptian society			
To understand how Ancient Egyptians communicated using hieroglyphics	Ancient Egyptians used pictures and symbols called hieroglyphics to write. Each symbol represented a sound or word.	Hieroglyphics: a system of writing that uses pictures and symbols instead of letters.	- Hieroglyphic alphabet chart - Cartouche templates - Examples of hieroglyphic writing - Activity: write your name in hieroglyphics - BBC Teach: Egyptian writing			
To find out about Tutankhamun and why Howard Carter is remembered	Tutankhamun was a young pharaoh who died over 3,000 years ago. Howard Carter discovered his tomb in 1922, filled with treasure.	Tomb: an underground room where a dead person is buried, often with their possessions.	- Images of Tutankhamun's death mask - Howard Carter photographs - BBC Bitesize: Tutankhamun's tomb - Video: Discovery of the tomb - Treasure inventory activity - Map of Valley of the Kings			
To explore Ancient Egyptian beliefs in gods and goddesses	Ancient Egyptians believed in many gods and goddesses who controlled different parts of life. Many were shown with animal heads.	Ra: the Ancient Egyptian sun god, one of the most important gods, often shown with a falcon head.	- Egyptian gods and goddesses picture cards - Matching activity: god to power - Create your own god activity - BBC Teach: Egyptian gods - Images of temples and statues			
To understand Ancient Egyptian beliefs about the afterlife and mummification	Ancient Egyptians believed in life after death. They preserved bodies through mummification so the person could live forever in the afterlife.	Mummification: the process of preserving a dead body to prevent it from decaying.	- Mummification process diagram (child-friendly) - Canopic jar images and purposes - Video: BBC Teach - Mummification - Mummify a tomato/apple experiment - Book of the Dead extracts (simplified)			

Year	Knowledge				Skills
Y 3 / Y 4 Term 3 Year A	<p><u>Focus:</u> Local Inventors <u>Enrichment:</u> Wilson Museum - H22 – H223B</p> <p><u>National Curriculum Knowledge</u> ✓ The study of famous people in the local area and how things changed because of their work.</p> <p><u>Prior Learning:</u> Local History study + Victorians</p> <p>Resources : https://www.bbc.co.uk/teach/class-clips-video/history-ks2-dodgers-guide-to-key-inventions/zgr6trd</p>				<p>Chronological Awareness</p> <ul style="list-style-type: none"> Sequencing events on a timeline Using dates to work out the interval between periods of time & the duration of historical events or periods Placing the time studied on a timeline Using dates & terms related to the unit & passing of time e.g. continuity Noticing connections over a period of time <p>Disciplinary Concepts</p> <ul style="list-style-type: none"> Identify and compare different periods of history & identifying changes & continuity Identifying reasons for historical events, situations & changes Using a range of sources to find out about a period <p>Historical Enquiry</p> <ul style="list-style-type: none"> Using a range of sources to construct knowledge of the past Extracting the appropriate information from a historical source Identifying primary & secondary sources Use source material, including visits, to collate information about the past Asking the question "How do we know?" Reaching conclusions that are substantiated by historical evidence Use evidence to describe culture, way of life, differences between rich and poor Describing past events orally or in writing, recognising similarities & differences with today
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	To create a timeline of major inventions from the past to the present	Inventions have changed the way people live over time. Some inventions from the past led to new inventions in the future.	Invention: something that has been created or designed for the first time.	- Large timeline (1700s to present) - Invention picture cards (telephone, car, computer, etc.) - Date matching activity - BBC Bitesize: Famous inventions - Before/after comparison images	
	To find out about Edward Jenner and how his invention changed medicine	Edward Jenner invented the first vaccine for smallpox in 1796. His work in Gloucestershire saved millions of lives.	Vaccination: a treatment that protects people from catching a disease by giving them a weakened form of it.	- Portrait of Edward Jenner - BBC Teach: Edward Jenner story - https://www.bbc.co.uk/teach/class-clips-video/true-stories-edward-jenner/zm8fcqt - Dr Jenner's House Museum information - Simple explanation of how vaccines work - Timeline showing impact of vaccination	
	To discover who Isambard Kingdom Brunel was and his impact on transport	Isambard Kingdom Brunel designed railways, bridges and tunnels. His work connected cities and changed how people and goods travelled.	Engineer: a person who designs and builds machines, bridges, roads or railways.	- Images of Brunel's works (Clifton Suspension Bridge, SS Great Britain) - Map showing railway lines Brunel built - Video: Brunel's achievements - Visit/virtual tour: SS Great Britain, Bristol - Design a bridge activity	
	To learn about Edwin Budding and his invention of the lawnmower	Edwin Budding invented the first lawnmower in Stroud in 1830. Before this, grass was cut by hand with scythes. His invention was part of the Industrial Revolution.	Industrial Revolution: a period in the 1700s-1800s when many new machines were invented and factories were built, changing how people worked.	- Visit to Stroud Museum (Budding exhibit) - Images of first lawnmower vs modern mowers - Before/after: cutting grass by hand vs machine - Local history resources about Stroud's textile industry - Timeline showing Industrial Revolution inventions - Design your own invention activity	
	To understand how Tim Berners-Lee invented the World Wide Web	Tim Berners-Lee invented the World Wide Web in 1989, which allows us to share information using the internet. This shows how technology continues to change our lives.	Technology: the use of scientific knowledge to create tools and machines that solve problems and change how we live.	- Timeline: 1989 to present day internet - Images of early computers vs modern devices - Video: How the internet works (child-friendly) - Discussion: life before/after the internet - BBC Bitesize: Tim Berners-Lee - Examples of technology through time	
	To compare inventions and understand how they have changed our lives	Inventions solve problems and make life easier. Each invention we studied changed society in an important way.	Impact: the effect or influence that something has on people or society.	- Invention comparison chart - 'Which invention is most important?' debate - Create an invention presentation - Letter writing: thank you to an inventor - Design a museum exhibit activity	

Year	Knowledge				Skills
Y3 / Y4 Term 6 Year A	Focus: Crime and Punishment through the ages Enrichment: National Curriculum Knowledge ✓ A thematic study of change over time in Britain Prior Learning: Egyptians, Romans, Anglo Saxons, Victorians Resource websites https://www.bbc.co.uk/bitesize/topics/z8w3n9q https://www.twinkl.co.uk/resource/tp2-h-145-new-planit-history-lks2-crime-and-punishment-unit-pack				Chronological Awareness <ul style="list-style-type: none"> Sequencing events on a timeline Using dates to work out the interval between periods of time & the duration of historical events or periods Using BC/AD/Century Placing the time studied on a timeline Using dates & terms related to the unit & passing of time e.g. continuity Noticing connections over a period of time
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	To place different historical periods on a timeline from Roman times to the present	Crime and punishment has changed throughout British history. Each period had different laws and punishments. The Romans ruled Britain from 43 AD to 410 AD.	Roman Britain: the period from 43 AD to 410 AD when the Romans ruled Britain and introduced new laws and ways of life.	- Large classroom timeline (43 AD to present) - Period cards: Romans, Anglo-Saxons, Tudors, Victorians, Modern - Images representing each period - BBC Bitesize: Crime and punishment overview - Map of Roman Britain	
	To explore the Roman justice system and its legacy today	The Romans introduced laws and courts to Britain. Some of their ideas, like having a trial, are still used today.	Trial: a formal meeting in court where evidence is heard to decide if someone is guilty of a crime.	- Roman law information cards - Images of Roman courts - Comparison: Roman law vs modern law - BBC Teach: Roman Britain - Role-play: Roman trial - Legacy discussion: what Romans gave us	
	To understand the Anglo-Saxon justice system and how it was different from Roman times	Anglo-Saxons used trial by ordeal to decide if someone was guilty. They believed God would protect innocent people.	Trial by ordeal: a way of deciding guilt in Anglo-Saxon times by making the accused do something dangerous or painful.	- Trial by ordeal explanation (age-appropriate) - Images/diagrams of different ordeals - Comparison chart: Roman vs Anglo-Saxon justice - Video: Anglo-Saxon Britain - Discussion: fair or unfair?	
	To investigate Tudor crime and punishment and why it was so harsh	Tudor punishments were very harsh to deter people from committing crimes. Public executions were common.	Deterrent: something designed to stop people from doing something by making them afraid of the consequences.	- Images of Tudor punishments (age-appropriate selection) - Crime and punishment matching activity - BBC Bitesize: Tudor crime and punishment - Horrible Histories: Terrible Tudors clips - Discussion: why were punishments so harsh?	
	To explore Victorian crime and punishment and how it began to change	The Victorians built prisons to punish criminals instead of execution. Children could be sent to prison for small crimes.	Prison: a building where people are kept as punishment for committing a crime.	- Victorian prison images (e.g. separate system cells) - Robert Peel and police force information - Child criminals: case studies - Comparison: Tudor vs Victorian punishment - Video: Victorian crime and punishment	
To compare crime and punishment through history and understand how the justice system works today	Our modern justice system focuses on rehabilitation and fairness. We have police, courts, judges and juries to ensure justice.	Jury: a group of ordinary people who listen to evidence in court and decide if someone is guilty.	- Modern court diagram - Roles in court explanation cards - Visit from police officer/magistrate (if possible) - Timeline showing changes over time - Discussion: how has justice improved? - Design a fair punishment system activity		

Whole School History Curriculum

