

Lower KS2 - Progression of History skills

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Historical Topic National Curriculum Subject Content Enrichment opportunities	My Place in the World (Study of a region of the UK – local) Geography	Maya Civilisation Archaeology A non-European society that provides contrast with British history. Archaeologist visit	Extreme Earth (Physical geography - Mountains, rivers, volcanoes and earthquakes)		Building Britain Romans The Roman Empire and its impact. Roman Day at Conkers	Building Britain Anglo Saxons Viking Britain's settlement by Anglo Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Erik Viking Man visits school to discuss 'A day in the life of a Viking'
Global Goals		Global Goal 2 Zero Hunger - By 2025 the number of children under 5 who suffer malnutrition will be reduced by 40%. 2023 extreme poverty will be a thing of the past. Increasing farming and small farmers pay. Respect the environment.			Global Goal 10 Reduce Inequalities - Change laws so that no one is discriminated. Protect the disadvantaged and the vulnerable. Global Goal 16 Peace and Justice - Everyone has equal access to justice in their country. Stop violence and crime. All children have identity according to the United Nations Conventions of Rights for Children (UNCRC). Global Goal 5 Gender Equality - Change laws to give equality for women in all areas of their lives. Stop violence against girls and women. Encourage girls and women to be heard in all areas of public life.	
SIAMS	SIAMS Strand 2: Wisdom, Knowledge and Skills Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy Strand 4: Community and Living Well Together Strand 5: Dignity and Respect					
Chronology		<ul style="list-style-type: none"> Place events from historical periods studied on a timeline. Understand more complex terms of BC / AD. Describe main changes including people, places and events. 				
Historical Terms		Astronomy, archaeologist, civilisation, society, ancient, artefact, cacao, codex, hieroglyph, maize, Mesoamerica			Centurion, emperor, aqueduct, Empire, conquer, rebellion, republic, senate, Celts, amphitheatre, Chariot, coliseum, invasion, legion, rebellion	raids, berserkers, Odin, Danelaw, Jorvik, settlements, Scandinavia, danegeld, defeat, longship, treaty,
Historical Enquiry		<ul style="list-style-type: none"> Change, cause, similarities and differences Finding the answers from different sources/artefacts Begin to use books and internet research. Ask a variety of questions Choose relevant material to present a picture of one aspect of life in past time. 				
Interpreting History		<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Compare versions of history. Evaluate different sources of history including information. Be aware that different version of the past may exist and begin to suggest reasons for this. Use textbooks and historical knowledge. 				

Continuity and Change		<ul style="list-style-type: none"> • Making links between different periods of history and societies.
Causes and Consequences		<ul style="list-style-type: none"> • Give reasons for historical events, situations and changes. • Identify their impact on historical events, situations and changes.
Similarities / Differences		<ul style="list-style-type: none"> • Describe some of the similarities and differences between different periods eg: social / cultural / religions.
Significance		<ul style="list-style-type: none"> • Identify and begin to describe historically significant people and events in situations eg: Chichen Itza, Kukulcan, Boudicca, Julius Caesar, Hadrian's Wall, and Jorvik.