

Linton Heights Curriculum Progression History

UKS2 Chronological Awareness II

Sequencing events on timelines and sequencing with other events that have been studied
Understanding and using the term century
Using the terms BC/AD in work
Using the correct times/ terms for historical periods studied
Chronological knowledge of British local and world history
Sequencing 10 events on a timeline

UKS2 Invasion, Settlement, Migration

Complex reasons for migration to Britain
Where migrants originate from
Diverse experiences of different settlers in Britain

Year 6

What was the impact of World War Two on the people of Britain?
What does a census tell us about our local area?
Unheard histories: Who should feature on £10 note?

UKS2 Chronological Awareness I Century – how dating centuries works

To know relevant dates and terms for a period e.g. Stone, Bronze, Iron, Romans, Anglo-Saxons etc...

UKS2 Power – Monarchy – Government – Empire

Monarchy – absolute power
Democracy and parliament in Great Britain
Reasons why empires expand
Changes in the natures of society
Reasons for the collapse of empires

Year 5

What was life in Tudor England like?
What did the Greeks ever do for us?
How did the Maya civilisation compare with the Anglo-Saxons?

KSS2 Chronological Awareness II

Sequencing events on a time line
Sequencing 8-10 artefacts/ historical pictures/ events related to a unit
Making a simple individual timeline

Year 4

Why did the Romans settle in Britain?
How have children's lives changed?
Would you prefer to live in the Bronze/ Stone or Iron Age?

LKS2 Invasion, Settlement, Migration

Reasons for migration/ invasion
Tensions with settlement
Impact of settlers
Earliest settlements and their change over time

Year 3

What did the Ancient Egyptians believe?
How hard was it to invade and settle in Britain?
Were the Vikings raiders/ traders or settlers?

LKS2 Power – Monarchy – Government – Empire

Development of groups, kingdoms and monarchies
First ruler of England
The expansion of empires
Societal hierarchies – Aristocracy and Peasantry
Fall of empires

LKS2 Chronological Awareness I

History is divided into periods: Ancient times, middle ages and modern day
Dates are intervals between periods
BC – Before Christ
AD – Years after year 1AD
Pre-history – period before there were written methods
Pre-history – Palaeolithic, Mesolithic, Neolithic, Bronze/ Iron/ Stone Ages
Stone, Bronze, Iron Ages, named after tool material
Tudor period 1485- 1603
Victorian 1833 - 1901

Linton Heights Curriculum Progression History

UKS2 Trade

British trade across the world

The global race to discover new countries and trade expansion

Trade development – person – boats – trains – planes

Development of global trade

UKS2 Achievements and follies of mankind

Advancing historical thinking
Sophisticated technologies in history
Impact of war on local communities and daily lives

Year 6

What was the impact of World War Two on the people of Britain?

What does a census tell us about our local area?

Unheard histories: Who should feature on £10 note?

UKS2 Civilisation

Changes in British society

Compare the development and role of education in societies

Changing role of women and men in Britain

Differences in earlier and later civilisations

UKS2 Beliefs

Awareness of different beliefs across cultures

Changing nature of religion in Britain and its impact

Awareness of how societies practise their beliefs

Impact of beliefs on society

Year 5

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What did the Greeks ever do for us?

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LKS2 Trade

Cross-Channel trade in Prehistoric Period
Origins of trade

Important trade routes

Impact of the Roman invasion on trade

Trading centres and their lure in Viking raids

Development of trade

Wealth of traders

Year 4

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How have children's lives changed?

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LKS2 Achievements and follies of mankind

Roman inventions and achievements which are still with us today

Legacy of Anglo-Saxons and Vikings today

Achievements of Ancient Egyptians

Year 3

What did the Ancient Egyptians believe?

How hard was it to invade and settle in Britain?

Were the Vikings raiders/ traders or settlers?

LKS2 Civilisation

How invaders/ settlers influence the culture of existing populations

Different societal groups and their roles

Education in different cultures

LKS2 Beliefs

Different beliefs in different cultures

Introduction of Christianity

Compare beliefs in different cultures/ times/ groups

Linton Heights Curriculum Progression Historical Enquiry

UKS2 Interpreting findings, analysing and making connections

Interpreting evidence in different ways to substantiate statements
Complex interpretations using more than one source
Making connections/ contracts/ analysis
Interpreting statistical sources

UKS2 Evaluating and drawing conclusions

Reaching complex conclusions which are substantiated by a range of sources
Evaluating conclusions

UKS2 Gathering, organising and evaluating evidence

Distinguishing between fact and opinion
Identifying gaps in evidence
Differing perspectives in historical enquiry
Disputing ideas, claims, perspectives of others

UKS2 Communicating findings

Communicating knowledge and understanding in diverse ways
Written and oral evidence indicating simple causation
Historical evidence about people's feelings at the time
Structured and organised accounts using historical information from a range of sources
Explanations for past events – cause and effect
Evidence to support claims

UKS2 Posing Historical Questions

Identify research methods
Creating hypothesis for enquiry
Considering interpretations, viewpoints and perspectives

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LKS2 Evaluating and drawing conclusions

Multiple conclusions to historical enquiry
Reaching conclusions substantiated by historical evidence
Similarities and differences in past events versus today

LKS2 Gathering, organising and evaluating evidence

Different sources comparison
Source evidence
Seeking relevant information from sources
Identifying bias in sources

LKS2 Posing Historical Questions

Creating historically valid questions
Asking questions about the bias of historical evidence
Structure of historical enquiry questions

LKS2 Interpreting findings, analysing and making connections

Different ways of interpreting evidence
Making deductions from documentary, pictures, artefacts
Links across periods of time and cultures
Asking "How do we know?"

LKS2 Communicating findings

Communicating knowledge by discussions, debates, drama, art and writing
Giving evidence based answers
Weaknesses in historical accounts
Imaginative reconstruction of important events using evidence
Structured response to answer historical enquiry
Similarities/ differences in events