

Planning for Progression – History
Years 3 and 4

CYCLE A				
Theme CYCLE A	National Curriculum Coverage	Key Knowledge	Skill Progression	
Roman Britain	<p>The Roman Empire and its impact on Britain.</p> <p>Julius Caesar’s attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>What was the impact on the Roman Empire on Britain?</p> <p>Key Concepts: Empire, trade, invasion, military</p> <p>L.P: To understand the significance of the Roman Empire. (Structure of Roman Government)</p> <p>How was the Roman Government organised?</p> <p>How did this help them build their empire?</p> <p>To map the Roman invasions of Britain. (Key figures: Caesar and Caligula)</p> <p>Who invaded Britain? What made the invasions a success or failure?</p> <p>To use evidence to suggest what life was like in Roman Britain.</p> <p>How can we use historical evidence to paint a picture of Roman Britain?</p> <p>To investigate how settlements changed in Roman Britain. (Study of Bath)</p> <p>How did peoples’ homes change in Roman Britain?</p> <p>To identify the consequences of Roman Entertainment on Britain. (Link with other periods in history)</p> <p>How has entertainment changed/stayed the same over the years?</p>	<p>Year 3:</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Describe some of the main events, people and periods studied. Understand the concepts of BC and AD and the be able to order events. <p>Historical Comprehension</p> <ul style="list-style-type: none"> Imagine themselves in the role of the people of the time. Suggest reasons for individual’s actions. <p>Historical Analysis</p> <ul style="list-style-type: none"> Identify what a primary and secondary source is. Ask ‘how, why, who, what, where’ questions about primary sources. Understand bias. <p>Progression of Events</p> <ul style="list-style-type: none"> Identify historical events and changes. <p>Research and Enquiry</p> <ul style="list-style-type: none"> Make notes using a range of sources on a specific theme. 	<p>Year 4</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Place people and periods into chronological order. <p>Historical Comprehension</p> <ul style="list-style-type: none"> Identify how individual hopes, intentions, beliefs, motives and decisions shaped their actions. <p>Historical Analysis</p> <ul style="list-style-type: none"> Describe what the difference between a primary and secondary source is. Use sources to answer questions. Consider bias in the context of why a secondary source was created <p>Progression of Events</p> <ul style="list-style-type: none"> Identify and describe historical events and changes. <p>Research and Enquiry</p> <ul style="list-style-type: none"> Research a time period and order notes effectively.
The Vikings	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</p> <ul style="list-style-type: none"> Viking raids and invasion. 	<p>To understand Viking origins and settlements in Britain.</p> <p>To investigate the importance of raiding and trade to the Vikings.</p>	<p>Chronological Knowledge</p> <ul style="list-style-type: none"> Use dates and other historical vocabulary (AD, BC etc.) <p>Historical Comprehension</p>	<p>Chronological Knowledge</p> <ul style="list-style-type: none"> Placing events in their broader historical context. <p>Historical Comprehension</p>

		<p>To consider the differences and similarities between Viking men and women. To identify features of Viking arts and crafts. To understand the impact of religion on Viking lifestyles. To research the legacy of the Vikings.</p>	<ul style="list-style-type: none"> Suggest reasons for individuals' actions. <p>Historical Analysis</p> <ul style="list-style-type: none"> Understand that sources build our view of the past. <p>Progression of Events</p> <ul style="list-style-type: none"> Suggest causes and consequences for events. Identify the importance of the events. <p>Research and Enquiry</p> <ul style="list-style-type: none"> Ask relevant questions 	<ul style="list-style-type: none"> Identify how individual hopes, intentions, beliefs, motives and decisions shaped their actions. <p>Historical Analysis</p> <ul style="list-style-type: none"> Compare sources and generate questions. <p>Progression of Events</p> <ul style="list-style-type: none"> State causes and consequences of these events. Discuss the importance of the events for the relevant time. <p>Research and Enquiry</p> <ul style="list-style-type: none"> Ask relevant and increasingly probing questions.
<p>The Anglo-Saxons: Alfred the Great</p>	<p>he Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice</p>	<p>To understand where the Anglo-Saxons came from and where and why they settled. To identify who King Alfred the Great was and where he ruled. To understand the significance of the Battle of Edington. To investigate the Wessex capital of Winchester. To research Alfred the Great's impact on education and learning. To investigate the evidence and importance of the Anglo-Saxon Chronical.</p>	<p>Year 3:</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Describe some of the main events, people and periods studied. Understand the concepts of BC and AD and the be able to order events. <p>Historical Comprehension</p> <ul style="list-style-type: none"> Suggest reasons for individual's actions. <p>Historical Analysis</p> <ul style="list-style-type: none"> Understand that sources build our view of the past. <p>Progression of Events</p> <ul style="list-style-type: none"> Suggest causes and consequences for events. Identify the importance of the events. <p>Research and Enquiry</p> <ul style="list-style-type: none"> Ask relevant questions 	<p>Year 4</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Place people and periods into chronological order. <p>Historical Comprehension</p> <ul style="list-style-type: none"> Identify how individual hopes, intentions, beliefs, motives and decisions shaped their actions. <p>Historical Analysis</p> <ul style="list-style-type: none"> Describe what the difference between a primary and secondary source is. Use sources to answer questions. Consider bias in the context of why a secondary source was created <p>Progression of Events</p>

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