**Progression of Skills in History – Indian Queens School Year 3/4 Topics: Stone Age to Iron Age/ China Clay/ Ancient Egypt 2024-25 Romans/ Vikings/ Anglo Saxons 2025-26**

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| **Areas of Study** | **Chronological Awareness** |
| * Changes in Britain from the Stone Age to the Iron Age •
* 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: Ancient Egypt
* The Roman Empire and its impact on Britain e.g. Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian’s Wall and British resistance e.g. Boudicca
* The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Edward the Confessor and his death in 1066 and its impact – Battle of Hastings
* Britain’s settlements by Anglo-Saxons and Scots
 | * Can confidently spot major anachronisms from most periods studied when compared with today;
* Can sequence events in simple narrative e.g. Boudicca’s revolt;
* Can use words which mark the passing of time e.g. moving from simple ‘before and after’ to use words such as during or while e.g. when describing the process of mummification;
* Can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s;
* Can talk about the past in terms of periods e.g. Egyptian, Roman;
* Realises that Ancient means thousands of years ago;
* Can accurately differentiate within a longer period e.g. Roman, Saxon and Vikings;
* Can use some key dates as important markers of events e.g Caesar’s landing, Claudius’invasion, Boudicca’s revolt;
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| **Characteristic Features** | **Interpretation** |
| * Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt.
* They are secure in understanding the main differences between today and the period being studied.
* Children show an understanding of the main ideas associated with that society e.g. can explain why Egyptians mummified bodies. They tend to describe rather than explain and tend to speak about the society as if everyone felt the same.
* Children know that not everyone in the past lived in the same way. They can contrast life for rich and poor in Tudor times and do not describe Tudor home life as if it was the same for everyone. They know that there are different levels in society.
* Children understand that people in the past had a range of different ways of looking at their world and can explain ideas.
* Children can make links between different features of a society to make sense of the world lived in by people in the past.
 | * Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.
* Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.
* Children see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.
* Children realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Mary Rose, Rosetta Stone, Yorvik, Fishbourne.
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| **Enquiry**  | **Change and continuity** |
| * Children extract simple information from text/pictures/objects showing basic comprehension .Children make simple deductions about what text means based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict.
* Children start combining information from more than one source e.g. CDROM, compared with video, oral evidence.
* Children start cross-referencing information to see if other sources agree, rather than taking everything on face value. Children see that some sources are more useful than others and can explain why.
* Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence.
* Will use phrases such as, We cannot tell for sure. Most evidence suggests.
* Children start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders.
 | Sees simple changes between beginning and end of a very long period e.g. differences between Old Stone Age and Iron Age • Progresses to recognise changes over shorter period e.g. between Old Stone Age and New Stone and Age and between the Bronze Age and the Iron Age • Identifies changes based on similarity and difference e.g. between Iron Age and Roman homes/lifestyles • Sees that changes don’t always last e.g. much of the Roman impact was lost when the Saxons invaded and settled • Grasps that change can happen quite quickly and can be reversed e.g. struggle between the Saxons and Vikings • Some changes are much more significant than others  |
| **Cause and Consequence** | **Organisation**  |
| * Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade;
* Sees that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;
* Explaining general and impersonal causes; seeing that events happen because of other reasons than just human action.
* Moving from two causes to realising that you need to give several causes to explain some events; Moves away from simply listing to trying to give a little detail about each cause;
* Realises that events usually happen for a combination of reasons, even though there is still some element of listing;
 | * Able to see two sides of a question and can offer arguments on both sides;
* Widespread use of period specific detail to make the work more convincing and authentic;
* When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes;
* Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing;
* Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.
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