

## RPS Progression of Knowledge and Skills

### **Progression of Knowledge in the History Curriculum**

These key concepts and vocabulary overarch our History curriculum. They are what we want our children to know by the end of Year 6. These concepts will be revisited every year in history topics and in other areas of the curriculum where appropriate.

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

### **Key Vocabulary Examples (see vocabulary document for progression through year groups)**

Contract, AD, BC, empire, civilisation, parliament, peasantry, timeline, culture, economy, religion, timescales, ancient, archaeology, battles, before, after, bronze age, stone age, iron age, calendar, cause, century, change, Christianity, chronological, church, colony, conquest, consequence, crusades, decade, democracy, discovery, historian, empathy, empire, evidence, execution, explorer, God/Goddess, hunter-gatherer, inference, interpretation, invasion / invaders, invention, king / queen, legacy, monarchy, museum, myths / legends, nation, now, past, peasant, pre-history, present, propaganda, rebellion, revolt, ruler, settler, slave, source (primary / secondary), then, traitor, torture, war, agriculture, artifact, diversity, emperor, global,

### **Progression of skills in the History Curriculum**

These are recorded as learning objectives in each lesson with knowledge being built upon demonstrated in success criteria and investigated through a key question. Learning in history lessons is based around many skills: chronological understanding (C), interpretations of history (I), historical enquiry (E), organisation and communication (OC).

#### **Chronological Understanding**

Place current studies on timelines  
Use relevant dates and times  
Sequence up to 10 events on a timeline.

#### **Interpretation of History**

Link sources and work out how conclusions were arrived at.  
Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  
Be aware that different evidence can lead to different conclusion.  
Confidently use the library and internet for secondary research.  
Suggest omissions and meanings of finding out.

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### **Historical Enquiry**

Recognise primary and secondary sources.

Use a range of sources to investigate an aspect of time passed.

Bring knowledge gathered from several sources together.

### **Organisation and Communication**

Select and organise information to produce structured work, making appropriate use of dates and terms.

### **The National Curriculum requirements in KS1: Historical knowledge and understanding**

- explain changes in living memory and when appropriate, these should be used to reveal aspects of change in natural life.
- Record events beyond living memory that are significant nationally or globally (for example, the Great Fire of London).
- Explain the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.
- Explain significant historical events, people and places in their own locality

### **The National Curriculum requirements in KS2: Historical knowledge and understanding**

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – Mayan civilization c. AD 900
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<b>Progression of Knowledge and skills in the History Curriculum</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Understanding the World.</b>  <b>Making sense of who we are/ Who is special to us?</b>  To know my name. To know my age. To know my friend's names. To know who cares for me.  <b>Family members in our house/ To learn about my friend's family.</b>  To know who lives in my house. To know all families are different.  <b>Learn about my own family's history / Parent history and interesting facts.</b>  To know everyone is special.	<b>Understanding the World, Our Lives.</b>  <b>Key Question 1: What makes me special?</b>  To be able to identify what makes me happy. To know what makes me happy might not make my friend happy. To identify and share who is special to me and explain why. To know who is important to the community.  Children will share activities they like to do that make them happy and tell their peers who is important in their life. For example, a parent, sibling, grandparent etc.  <b>Understanding the world past and present.</b> <b>Key Question1: Who is your class person and why are they significant?</b> <b>Key Question 2: Who is your peers class person and why are they significant?</b>  To understand are all special. To understand what makes our class person significant.  Children will look at their class name and research who they are and why they are special.	<b>Ourselves / Toys throughout time</b>  <b>Key Question 1: What toys did children play with in the past 200 years?</b> <b>Key Question 2: How do these toys from the past compare to our modern-day toys?</b>  To discuss toys we play with today and the materials used create them. (c) To investigate toys played with in the past, finding similarities and differences to modern toys. E.g. some of our toys use batteries, we both have teddy bears etc. (c) To identify materials used to create toys from the past and how this is different to modern toys. E.g. wooden toys vs plastic toys. (c) To use different sources. (e)  Children will investigate materials, technology and toys over time.  <b>Local History Study: Transport</b> <b>e.g. Lotus Cars</b>  <b>Key Question 1: How many ways can we travel around the world?</b> <b>Key Question 2: How has transport changed over time?</b>  To investigate different forms of transport. To discover how bicycles have changed over time and why. To discover how other forms of transport have changed over time. E.g. buses, trains, motorbikes, etc. To study Lotus cars and investigate how they have changed over time (e.g. now making electric cars). To compare journeys. E.g. our journeys to school, around the world (e.g. ships and planes).  Children will look at different forms of transport and how they have changed over time with a local study on Lotus Cars.  <b>Significant People</b> <b>Local link: Florence Nightingale and Edith Cavell.</b>  <b>Key Question 1: How did Florence Nightingale impact medicine today?</b>	<b>Great Fire of London</b> <b>Significant person: Thomas Farriner</b>  <b>Key Question 1: What happened in the great fire of London?</b> <b>Key Question 2: How did the Great Fire of London affect London today?</b>  To know about historical events, why events happened and what happened as a result. To know about the impact of historical event of people. To know how London has changed. To know how life is similar and different to life in the past. To know how to find out about the past. (e)  Children will investigate housing, fire safety, careers, buildings, and cooking.  <b>Local History Study: Seaside and Castles</b> <b>Significant people: Queen Victoria</b>  <b>Key Question 1: If we went on a seaside holiday, what would we expect to see and do?</b> <b>Key Question 2: What was going to the seaside like 100 years ago?</b>  To know how seaside holidays have changed overtime. To know what objects and pictures can tell use about the past. To know how Queen Victoria impacted holidays. To understand how Great Yarmouth has changed over the years to suit tourism.  Children will look at amusements, food and rides, linked to Great Yarmouth. Queen Victoria used to love going to the sea side for a holiday – how did this influence beach holidays in Britain? Looking at ice cream, swim costumes and entertainment.  <b>The sinking of the Titanic</b>

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<p>To know we all have different experiences.</p>	<p>Children will compare and contrast other reception classes names.</p> <p><b>Understanding the world, local history study of Attleborough</b>  <b>Key Question 1: What features can you identify in Attleborough?</b>  <b>Key Question 2: What changes can we see in Attleborough?</b></p> <p>To know what the past means.          To know what the present means.          To understand change never stops.          To identify similarities and differences.</p> <p>Children will look at buildings, population and shops in Attleborough NOW and compare and contrast to Attleborough in the PAST.</p>	<p><b>Key Question 2: How did Edith Cavell help soldiers in the first world war?</b></p> <p>To know who Florence Nightingale is and why she is remembered.          To know who Edith Cavell is and why she is remembered.          To understand how Florence Nightingale impacted medicine.          To understand how Edith Cavell supported and helped in the first world war.          To find similarities and differences between Florence Nightingale and Edith Cavell.</p> <p>Children will look research how Florence Nightingale and how she impacted medicine. Children will research Edith Cavell, comparing her to Florence Nightingale.</p>	<p><b>Key Question 1: Why was the Titanic special?</b>  <b>Key Question 2: Could a disaster like the Titanic happen again?</b></p> <p>To compare other ships of that time to the Titanic.          To realise why it was nicknamed “The Ship of Dreams” and “The Unsinkable Ship”.          To compare modern day ships and how the safety precautions have changed.          To use different sources to discover what life was like onboard the Titanic.          To know why more people were not saved from the Titanic.</p> <p>Children will compare the Titanic to other ships of the age and modern ships.</p>
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## Progression of Knowledge and skills in the History Curriculum

	Year 3	Year 4	Year 5	Year 6
	Stone Age, Bronze Age and Iron Age	Romans in Britain	Ancient Greece	World War 2
	<p><b>Key Question 1: What was life like during the Stone Age?</b>  <b>Key Question 2: What is the mystery behind Stonehenge?</b>  <b>Key Question 3: What was life like during the Iron Age?</b></p> <p>To know the order of Stone Age, Bronze Age and Iron Age and where they fit on a timeline.</p>	<p><b>Key Question 1: What was Roman culture like?</b>  <b>Key Question 2: How have the Romans influenced our lives today?</b></p> <p>To know some of the times Britain had been invaded.          To know the influence the Romans had on our locality (e.g. roads).          To know how the Roman Empire effected different people and how they reacted to</p>	<p><b>Key Question 1: How can we find out what life was like in Ancient Greece?</b>  <b>Key Question 2: Who were the Greek Gods and why were they significant to them?</b></p> <p>To know how and why the empire grew.          To know about democracy and how this compares to modern life.          To know knowledge from the past is conducted from a range of sources (focusing on pottery).</p>	<p><b>Key Question 1: What was life like as an evacuee during the Second World War?</b>  <b>Key Question 2: Why was winning the Battle of Britain in 1940 so important?</b></p> <p>To know why conflict start between societies.          To know how people on the home front contributed to the war efforts.          To know what life was like as an evacuee.          To know how Britain was a major influence on the world.</p>

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	<p>To know what humans needed for survival in the Stone Age.</p> <p>To know what was found at Skara Brae and why it is important.</p> <p>To know why copper mining was crucial to the people in the Bronze Age.</p> <p>To understand how and why hillforts were developed in the Iron Age.</p> <p>To investigate Stonehenge and why there is mystery surrounding it.</p> <p>To be able to sequence pictures from different time periods.</p> <p>Children will investigate mammoth footprints in Happisburgh and stone age footprints and tools from Grimes Graves. There will be a focus on technology, religion and travel as children investigate time from the Stone Age to Iron Age, along will hillforts, art, farming, and culture.</p>	<p>the changes that were being made (Boudicca's rebellion).</p> <p>To know who Boudicca was.</p> <p>To know about the religious beliefs the romans had.</p> <p>Children will look at clothing, army, arts, clothing, and beliefs. Children will focus on Boudicca and the Iceni Tribe in Norfolk.</p>	<p>To know about the legacy of the past and influence on life today.</p> <p>To know about the Ancient Greek Gods/Goddesses and their roles in mythology.</p> <p>Children will develop their skills in thinking like an archaeologist by looking at ruins and pottery to discover what life was like during Ancient Greece. Children will also look at Greek myths and beliefs of the Ancient Greeks.</p>	<p>To describe events of the Battle of Britain and explain why it was a turning point in the war.</p> <p>Children will look at what life was like as an evacuee and look at the importance of winning the Battle of Britain in 1940.</p>
	<p><b>Local History Study: Pocahontas (married Norfolk man)</b></p>	<p><b>The Tudors</b></p> <p><b>Local Figure: Robert Kett</b></p>	<p><b>Crime and Punishment</b></p>	<p><b>Beyond Face Value</b></p>
	<p><b>Key Question 1: How did Pocahontas help English Settlers?</b></p> <p>To know what it means to be Native American and how America has changed.</p> <p>To investigate the tribe and lifestyle of Pocahontas (Amonute).</p> <p>To know how Pocahontas helped and promoted peace amongst some settlers.</p> <p>To evaluate and compare sources (fiction and non-fiction).</p> <p>Children will investigate who Pocahontas was, who she married and what she did to help settlers?</p>	<p><b>Key Question 1: Who were the Tudors?</b></p> <p><b>Key Question 2: What punishment would Robert Kett receive for his crimes today?</b></p> <p>To know who the Tudors were and investigate a typical day in the life as a Tudor.</p> <p>To investigate Tudor culture and religion, linking to King Henry VIII.</p> <p>To know who Robert Kett was.</p> <p>To compare Robert Kett's crime and punishment to what he would receive today.</p> <p>Children will look at Tudor's lifestyle, their religion and investigate Robert Kett and his punishments.</p>	<p><b>Key Question 1: How has our prison system changed over time?</b></p> <p><b>Key Question 2: How did Elizabeth Fry influence prisons today?</b></p> <p>To know how the jury system has changed throughout time.</p> <p>To understand why crime rate has risen and fallen throughout history.</p> <p>To understand why crimes have changed.</p> <p>To realise why punishment has changed throughout time. For example, from stocks to prison sentences and community service.</p> <p>To know why Norwich Castle has changed it's purpose throughout time.</p> <p>To know who Elizabeth Fry was and why she is a significant person.</p> <p>During the thematic study, children will learn about crime and punishment through the ages and will explore who Elizabeth Fry was, and her influence in Britain.</p>	<p><b>Key Question 1: What can we discover from historical art?</b></p> <p><b>Key Question 2: What can we discover from historical art?</b></p> <p>To be able to explain information a source is telling is and explain why it could be bias.</p> <p>To study a range of different historical sources throughout time.</p> <p>To look at and investigate portraits of Henry VIII and Elizabeth I</p> <p>To understand why factory owners and factory workers' contrasting versions of what factory life was like, to get pupils to understand vested interest.</p> <p>To evaluate evacuation: whose version should we believe? Showing how government try to create a deliberately partial version of events for a particular purpose. For example, to boost morale, and how censorship was employed in wartime.</p> <p>To understand propaganda around the Blitz; highlighting the way the government used propaganda.</p>

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				Beyond Face value is a thematic study that allows children to develop and enhance their skills of thinking like an historian – evaluating sources of information to bias and discovering what we can learning from the past through artifacts, paintings, and pictures.
	<b>Ancient Egypt</b> <b>Significant People: Howard Carter</b>	<b>Anglo Saxons and Scots</b>	<b>The Vikings and Anglo Saxons</b>	<b>Mayan Civilisation</b>
	<p><b>Key Question 1: How can we discover what Ancient Egypt was like over 5,000 years ago?</b></p> <p><b>Key Question 2: Who was Howard Carter and what did he discover?</b></p> <p>To know about the Ancient Egyptians through studying artifacts. To know and understand the importance of the river Nile. To know about the Ancient Egyptian ritual of mummification. To know about Ancient Egyptian Gods. To know and understand what evidence tells us of the past. E.g. Tutankhamun's Tomb.</p> <p>Children will focus on looking at hieroglyphics, clothing, mummies, clothing, etc. Children will look at Howard Carter's discovery and who was Tutankhamun?</p>	<p><b>Key Question 1: How do we know the Anglo-Saxons settled in Britain?</b></p> <p><b>Key Question 2: How did Scotland get its name?</b></p> <p>To understand the Roman Britain withdrawal in AD 410, and the fall of Western Roman Empire (start and rise of the Anglo-Saxons in Britain). To investigate Anglo Saxon settlements and place names to see where can be seen today. To investigate Anglo-Saxon art and culture. To know what a typical day would be as an Anglo-Saxon. To know the importance of the Scots invasion from Ireland to North Britain (now known as Scotland).</p> <p>Children will look at Anglo-Saxon settlements, arts and culture, and how Scotland got it's name.</p>	<p><b>Key Question 1: Invaders or settlers? How should we remember the Vikings?</b></p> <p><b>Key Question 2: Invaders or settlers? How should we remember the Anglo Saxons?</b></p> <p>To know where Vikings came from, when they arrived at Britain and why. To know about Anglo Saxon kings, like King Ethelred and Edward the Confessor, and how they fought against the Vikings. To know and explain key aspects of Viking life. To know and explain how the last Anglo Saxon King (Edward the Confessor, son of Ethelred the Great) shaped Britain.</p> <p>Children will research and learning about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p><b>Key Question 1: What was lifelike in Ancient Maya?</b></p> <p><b>Key Question 2: Why did the Ancient Maya change the way they lived?</b></p> <p>To know how the Mayan people worshipped. To know the legacy of the Mayans (e.g. number systems and writing). To know about the daily lives of Mayan people (foods). To investigate why Ancient Mayans changed the way they lived.</p> <p>Children will look at food, culture, housing and beliefs.</p>

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### Key Assessment Skills in the History Curriculum

### OVERVIEW LEARNING OUTCOMES AND ASSESSMENT SHEETS CAN BE FOUND UNDER ASSESSMENT AND YEAR GROUPS ON SHAREPOINT

Nursery		Reception	
<b>Understanding the World</b> <b>Making sense of who we are / who is special to us.</b>  <b>All children should be able to:</b> Know their name Know their age Know their friend's name To know who cares for them  <b>Some children will be able to:</b> Find similarities and differences between themselves and their friends. E.g. "My mum looks after me, but their dad looks after them. We both are girls." Explain how I am cared for. E.g. "My mum/dad brushes my hair."		<b>Understanding the World, Our Lives</b>  <b>Key Question: What makes me special?</b>  <b>All children should be able to:</b> Be able to identify what makes me happy. Know what makes me happy might not make my friend happy. Identify and share who is special to me. Know who is important in the community.  <b>Some children will be able to:</b> Identify and share who is special to me and why. Know who is important in the community and why.	
Children who achieved		Children who achieve early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	
<b>Understanding the World</b> <b>Family members in our house and to know about my friend's family.</b>  <b>All children should be able to:</b> Know who lives in my house. Know all families are different  <b>Some children will be able to:</b> Find similarities and differences between themselves and their friends. E.g. "I live with my grandma they live with their dad."		<b>Understanding the World, past and present</b>  <b>Key Question1: Who is your class person and why are they significant?</b> <b>Key Question 2: Who is your peer's class person and why are they significant?</b>  <b>All children should be able to:</b> Understand we are all special. Understand what makes our class person significant. Recall facts about their class person and why they are special.  <b>Some children will be able to:</b> Understand what makes our class person significant and explain why.	
Children who achieved		Children who achieve early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	
<b>Understanding the world</b> <b>Learn about my own history, parent history and interesting facts.</b>		<b>Understanding the World, Local history study of Attleborough</b>	

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<p><b>All children should be able to:</b> Know everyone is special. Know we all have different experiences.</p> <p><b>Some children will be able to:</b> Recall their friends experiences.</p>		<p><b>Key Question 1: What features can you identify in Attleborough</b> <b>Key Question 2: What changes can we see in Attleborough?</b></p> <p><b>All children should be able to:</b> Know what the past means and identify things that have happened in the past. Know what the present means. Identify similarities and differences between Attleborough now and in the past.</p> <p><b>Some children will be able to:</b> Understand change never stops.</p>	
Children who achieved		Children who achieve early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	

Year 1	Year 2
<p><b>Ourselves and Toys throughout time.</b></p> <p><b>Key Question 1: What toys did children play with in the past 200 years?</b> <b>Key Question 2: How do these toys from the past compare to our modern-day toys?</b></p> <p><b>All children should be able to:</b> Discuss toy they play with today and begin to identify the materials used to create them. Realise toys in the past were different to toys today and begin to identify similarities and differences.</p> <p><b>Most children will be able to:</b> Discuss toy they play with today and identify the materials used to create them. Find similarities and differences between modern toys and toys played with in the past. To identify materials used to create toys in the past and identify how they are different with modern toys. Children begin to use different sources to find information</p> <p><b>Some children will be able to:</b> Offer and explanation why toys were different in the past, comparing technology, materials, and the toy design.</p>	<p><b>Great Fire of London</b></p> <p><b>Key Question: What happened in the Great Fire of London?</b> <b>Key Question: How did the Great Fire of London effect London today?</b></p> <p><b>All children should be able to:</b> Recall the events of the Great Fire of London, placing them in a sequence. Identify simple ways life was different in the past.</p> <p><b>Most children will be able to:</b> Recall the evens of the Great Fire of London, placing them in a sequence, and offer and explanation as to why they happened. Identify ways London has changed. Identify ways life is similar and different to life in the past.</p> <p><b>Some children will be able to:</b> Identify ways London has changed and offer reasons for these changes. Identify ways life is similar and different to life in the past and offer explanations as to why this is.</p>



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Children begin to use sources to explain their thinking.			
<b>Working Above Greater Depth</b>		<b>Working above Greater Depth</b>	
<b>Working Towards age expectations</b>		<b>Working Towards age expectations</b>	
<p><b>Local History Study: Transport</b></p> <p><b>Key Questions: How many ways can we travel around the world?</b>  <b>Key Question: How has transport changed over time?</b></p> <p><b>All children will be able to:</b>  Will investigate and name different forms of transport.  Know bicycles have changed over time.  Identify similarities and difference between different forms of transport.  Know Lotus cars have changed over time.  Compare journeys to school.</p> <p><b>Most children will be able to:</b>  Explain why bicycles have changed over time.  Realise other forms of transport have changed over time.  Identify ways Lotus cars have changed over time.  Compare their journey to school and understand it might have been different in the past.</p> <p><b>Some children will be able to:</b>  Begin to explain why other forms of transport have changed over time.  Explain why Lotus cars have changed over time.  Compare their journey to school and understand it might have been different in the past and give reasons to explain this.</p>		<p><b>Local History Study: Seaside and castles.</b></p> <p><b>Key Questions: If we went on a seaside holiday, what would we expect to see and do?</b>  <b>Key Questions: What was going to the seaside like 100 years ago?</b></p> <p><b>All children will be able to:</b>  To realise seaside holidays have changed over time.  To realise we can find information about the past from photos and objects.  To identify ways Great Yarmouth has changed over the years to suit tourists.</p> <p><b>Most children will be able to:</b>  To explain how seaside holidays have changed over time.  To begin to explain what objects and photos tell us about the past.  To know how Queen Victoria impacted seaside holidays.  To explain why Great Yarmouth changed to suits tourists.</p> <p><b>Some children will be able to:</b>  To draw reasonable evaluations from historical photos and objects.  To explain Queen Victoria's influence on seaside holidays.  To identify specific ways Great Yarmouth has changed to suit tourists and evaluate these changes.</p>	
<b>Working Above Greater Depth</b>		<b>Working at greater depth</b>	
<b>Working Towards age expectations</b>		<b>Working towards age expectations</b>	
<p><b>Significant People</b>  <b>Key Question: How did Florence Nightingale impact medicine today?</b>  <b>Key Question: How did Edith Cavell help soldiers in the First World War?</b></p> <p><b>All children will be able to:</b>  Know who Florence Nightingale is and offer simple explanations as to why she is remembered (e.g. she is the lady with the lamp).  Know who Edith Cavell is and offer simple explanations as to why she is remembered (e.g. she helped in the First World War).</p>		<p><b>The sinking of the Titanic</b>  <b>Key Question: Why was the Titanic special?</b>  <b>Key Question: Could a disaster like the Titanic happen again?</b></p> <p><b>All children should be able to:</b>  To identify basic similarities and differences between the Titanic and other ships of the time.  To identify basic similarities and differences between the Titanic and modern-day ships.  Use different historical sources of the Titanic and explain what they can see.</p>	

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<p><b>Most children will be able to:</b>          Know who Edith Cavell is and offer explanations as to why she is remembered (e.g. she helped in the First World War by...)          Know who Florence Nightingale is and offer explanations as to why she is remembered (e.g. she helped to improve hygiene in hospitals by...)          Find similarities and differences between Florence Nightingale and Edith Cavell.</p> <p><b>Some children will be able to:</b>          To explain why Edith Cavell's impact was significant.          To explain why Florence Nightingale's impact is significant.          To explain the similarities and differences between Florence Nightingale and Edith Cavell.</p>		<p>To know many people died during the Titanic.</p> <p><b>Most children will be able to:</b>          To identify similarities and differences between the Titanic and other ships of the time.          Explain why the ship was nicknames "The Ship of Dreams" and "The Unsinkable Ship".          Compare the Titanic to modern days ships and identify ways the safety has changed.          Use different sources to explain what time was like onboard the Titanic.          To know why more people were not saved during the Titanic.</p> <p><b>Some children will be able to:</b>          Give reasons why the ship was believes the ship was unsinkable and then relate this to why there was a lack of lifeboats onboard.          Compare the Titanic to modern days ships and identify ways the safety has changed and explain these changes.          Use different sources to explain what time was like onboard the Titanic and start to evaluate these sources.</p>	
Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations	

## Key Assessment Skills in the Geography Curriculum

Year 3	Year 4	Year 5	Year 6
<p>Stone Age, Bronze Age, Iron Age</p> <p><b>Key Question: What was lifelike during the Stone Age?</b>  <b>Key Question: What is the mystery behind stone henge?</b>  <b>Key Question: What was life like during the Iron Age?</b></p> <p><b>All children should be able to:</b>          To know the order of Stone Age, Bronze Age and Iron Age.</p>	<p>Romans in Britain</p> <p><b>Key Question: What was Roman Culture like?</b>  <b>Key Question: How have the Romans influences our lives today?</b></p> <p><b>All children should be able to:</b>          Know Britain has been invaded before in the past.          Identify influences Romans had on our locality (e.g. roads).</p>	<p>Ancient Greece</p> <p><b>Key Question: How can we find out what life was like in Ancient Greece?</b>  <b>Key Question: Who were the Greek Gods and why were they significant to them?</b></p> <p><b>All children should be able to:</b>          Know the Ancient Greek Empire grew.</p>	<p>World War 2</p> <p><b>Key Question 1: What was life like as an evacuee during the Second World War?</b>  <b>Key Question 2: Why was winning the Battle of Britain in 1940 so important?</b></p> <p><b>All children should be able to:</b>          Know conflicts happen between societies over a variety of different reasons.          Know people were fighting on the Homefront and how the supported during the war.</p>

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<p>Know what was found at Skara Brae Be aware copper was important in the Stone Age. To research about Stone Henge.</p> <p><b>Most children will be able to:</b> To know the order of Stone Age, Bronze Age and Iron Age, and where they fit on a timeline. Know what humans needed for survival in the Stone Age. Know what was found at Skara Brae and why it was important. Know why copper mining was crucial in the stone age. Understand how and why hill forts were developing in the Iron Age. Investigate Stone Henge and why there is a mystery surrounding it.</p> <p><b>Some children will be able to:</b> To know the order of Stone Age, Bronze Age and Iron Age, and where they fit on a timeline, using previous learning to explain reasoning. Know and explain what humans needed for survival in the Stone Age. Know what was found at Skara Brae, why it was important, and begin to evaluate the historical sources. Explain why copper mining was crucial in the stone age. Explain the mystery behind stone henge and why we will never truly know the answers.</p>		<p>Know the Roman Empire effected many individuals. Know who Boudicca was.</p> <p><b>Most children will be able to:</b> Know some of the times Britain has been invaded. Know the influence the Romans had on our locality (e.g. roads and plumbing). Know how the Roman empire effected different people and how they reacted to the changed being made. Know who Boudica was and her impact. Know about the religious beliefs of the Romans.</p> <p><b>Some children will be able to:</b> Know some of the times Britain has been invaded, giving key examples, and by who. Explain the influence the Romans had on our locality and how this has massively impacted our lives today. Know how the Roman empire effected different people and explain how they reacted to the changed being made. Know who Boudica was and explain her impact. Know about the religious beliefs of the Romans and compare to previous learning of other historical beliefs (e.g., Ancient Egypt).</p>		<p>Identify a God or Goddess and explain their role in mythology. Know the past has influenced today. Begin to examine a range of historical sources.</p> <p><b>Most children will be able to:</b> Know how and why the empire grew. Explain what democracy is and how it compares to modern life. Know knowledge from the past is conducted from a range of sources. Explain how the legacy of the past has an influence on life today. Know about the Ancient Greek Gods and Goddesses, and their roles of mythology.</p> <p><b>Some children will be able to:</b> Explain why and evaluate how the Ancient Greek empire grew. Compare Greek Goddesses and Gods. Compare Ancient Greek democracy to today.</p>		<p>Begin to imagine what life was like as an evacuee.</p> <p><b>Most children will be able to:</b> Explain why conflicts start between societies. Explain how people on the Homefront contributed to the war efforts. Know what life was like as an evacuee. Know how Britain was a major influence on the world. Describe the events of the Battle of Britain.</p> <p><b>Some children will be able to:</b> Explain why conflicts start between societies, relating this to the WW2. Explain and evaluate how people on the Homefront contributed to the war, giving specific examples. Know and draw conclusions from historical evidence on what life was like as an evacuee. Know how Britain was a major influence on the world. Describe the events of the Battle of Britain and explain why this was a big turning point in the war.</p>	
<b>Working at greater depth</b>		<b>Working at greater depth</b>		<b>Working at greater depth</b>		<b>Working at greater depth</b>	
<b>Working towards age expectations</b>		<b>Working towards age expectations</b>		<b>Working towards age expectations</b>		<b>Working towards age expectations</b>	

## RPS Progression of Knowledge and Skills

			expectations
<p><b>Pocahontas</b>  <b>Key Question: How did Pocahontas help English Settlers?</b></p> <p><b>All children should be able to:</b>            Know what it means to be native American and realise America has changed over time.            Begin to compare historical sources.</p> <p><b>Most children will be able to:</b>            Know what it means to be native American and how America has changed.            Investigate the tribe and lifestyle of Pocahontas.            Know how Pocahontas helped and promoted peace amongst English Settlers.            To compare historical sources.</p> <p><b>Some children will be able to:</b>            Know what it means to be native American and explain how America has changed.            Evaluate and compare historical sources.</p>	<p>The Tudors</p> <p><b>Key Question: Who were the Tudors?</b>  <b>Key Question: What punishment would Robert Kett receive for his crimes today?</b></p> <p><b>All children should be able to:</b>            Investigate a typical life of a Tudor.            Know why the Protestant faith was created (so King Henry VIII could divorce a wife).            Know who Robert Ketts and his crime.</p> <p><b>Most children will be able to:</b>            Know who the Tudors were and investigate a typical life of a Tudor.            Investigate Tudor culture and religion, linking to King Henry VIII.            Know who Robert Kett was and compare his crime and punishment to what he would receive today.</p> <p><b>Some children will be able to:</b>            Explain King Henry VIII impact on religion during his reign and the impact on their culture.            Investigate a Tudor like and make comparisons to other aspects of history.            E.g. there is evidence of roads from when the Romans invaded Britain, but they still do not have running water like we do in modern day.</p>	<p>Crime and Punishment</p> <p><b>Key Question: How has our prison system changed over time?</b>  <b>Key Question: How did Elizabeth Fry influence prisons today?</b></p> <p><b>All children should be able to:</b>            Identify simple ways the jury system has changed throughout time.            Offer simple explanations why crime rate rises and falls.            Note simple ways punishment has changed throughout time.</p> <p><b>Most children will be able to:</b>            Explain how the jury system has changed.            Understand why crime rate has risen and fallen throughout history.            Understand how crimes have changed.            Realise why punishment has changed.            Explain how Norwich Castle has changed it's purpose throughout time.            Know who Elizabeth Fry was and why she was important.</p> <p><b>Some children will be able to:</b>            Explain how the jury system has changed and offer suggestions why this is.            Explain why crime rate has fallen and risen throughout time, relating it back to types of crimes and punishments.            Evaluate why the purpose of Norwich Castle has changed through time.</p>	<p><b>Beyond Face Value</b>  <b>Key Question: What can we discover from historical art?</b>  <b>Key Question: What can we discover from historical art?</b></p> <p><b>All children should be able to:</b>            Study a range of different historical sources throughout time.            Look at and investigate portraits of King Henry VIII and Elizabeth I.            Know factory workers and factory owners have contrasting views on what life was like.            Evaluate evacuation.</p> <p><b>Most children will be able to:</b>            Explain information a source is telling and why it could be bias.            Understand why factory owners and factory workers have contrasting version on what factory life was like.            Look at and investigate portraits of King Henry VIII and Elizabeth I and explain what information we can draw from these.            Evaluate evacuation and give a supported reason on whose version should be believed.            Explore propaganda about the Blitz.</p> <p><b>Some children will be able to:</b>            Identify bias information and explain why it is bias.            Look at and investigate portraits of King Henry VIII and Elizabeth I, explain what information we can draw from these and why they cannot be 100% trusted.            Understand why factory owners and factory workers have contrasting version on what factory life was like and relate these bias views to other aspects in history.</p>

## RPS Progression of Knowledge and Skills

Working at greater depth		Working at greater depth		Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations		Working towards age expectations		Working towards age expectations	
<p><b>Ancient Egypt.</b>  <b>Key Question: How can we discover what Ancient Egypt was like over 5000 years ago?</b>  <b>Key Question: Who was Howard Carter and what did he discover?</b></p> <p><b>All children should be able to:</b>            To look at artifacts and begin to explain what they tell us about Ancient Egypt.            Explore mummification.            Know Ancient Egypt had their own Gods.            Begin to understand what evidence can tell us about the past.</p> <p><b>Most children will be able to:</b>            Know about the Ancient Egyptians through studying artifacts.            Know and understand the importance of the river Nile.            Explore mummification and begin to explain the religious significance.            Know about Ancient Egyptian Gods and relate to sacrifices.            Know and understand what evidence can tell us about the past.</p>		<p><b>Anglo Saxons and Scots</b>  <b>Key Question: How do we know the Anglo-Saxons settled in Britain?</b>  <b>Key Question: How did Scotland get its name?</b></p> <p><b>All children should be able to:</b>            Realise Romans withdrew from Britain in AD410 and the Western Roman Empire fell.            Know the Anglo Saxons impacted place names that we still use today.            Investigate Anglo Saxon art and culture.</p> <p><b>Most children will be able to:</b>            Understand Roman Britain withdrawal in AD410 and the fall of the Western Roman Empire.            Investigate Anglo Saxon art and culture.            Investigate Anglo Saxon settlement and place names to see where they can be found today.            Know what a typical day would be as an Anglo Saxon.            Know the importance of the Scots invasion from Ireland to North Britain.</p>		<p><b>Vikings and Anglo Saxons</b></p> <p><b>Key Question: Invaders or settlers? How should we remember the Vikings?</b>  <b>Key Question: Invaders or settlers? How should we remember the Anglo Saxons?</b></p> <p><b>All children should be able to:</b>            Know where the Vikings settled and originated from.            Name an Anglo Saxon King.            Recall the daily life of a Viking.</p> <p><b>Most children will be able to:</b>            Know where Vikings came from and when they arrived in Britain.            Know about Anglo-Saxon kings and how they fought against the Vikings.            Know and explain key aspects of Viking life.            Know and explain how the last Anglo Saxon king shaped Britain.</p> <p><b>Some children will be able to:</b>            Explain why Britain was an ideal place for Vikings to settle.            Evaluate Viking strategies and how</p>		<p><b>Mayan Civilisation</b>  <b>Key Question: What was lifelike in Ancient Maya?</b>  <b>Key Question: Why did the Ancient Maya change the way they lived?</b></p> <p><b>All children should be able to:</b>            Explain who the Mayans were.            Investigate life as a Mayan individual.</p> <p><b>Most children will be able to:</b>            Explain how the Mayan people worshipped and why this was a sacred ritual.            Know and understand the legacy of the Mayans            Explain what a daily life of a Mayan was like.            Investigate why Ancient Mayans changed the way they lived.</p> <p><b>Some children will be able to:</b>            Investigate why Ancient Mayans changed the way they lived and explain their reasoning.            Know and understand the legacy of the Mayans, relating this to modern day lived.</p>	

### RPS Progression of Knowledge and Skills

<p><b>Some children will be able to:</b>          Know and understand the importance of the river Nile and explain how this helped to make Ancient Egypt successful.          Explain why mummification was significant for the Ancient Egyptians.          Understand and explain the significance of an Egyptian God and why they were heavily worshiped.          Know, understand and evaluate what evidence can tell us about the past.</p>		<p><b>Some children will be able to:</b>          Explain Roman Britain withdrawal in AD410 and the fall of the Western Roman Empire.          Explain the thinking behind Anglo Saxon place names.          Investigate Anglo Saxon art and culture and compare to modern day.          Know what a typical day would be as an Anglo Saxon and compare to modern day.</p>		<p>they fought against the Anglo Saxons.          Explain how the Anglo Saxon Kings shapes Britain and where we can see their influences today.</p>			
<b>Working at greater depth</b>		<b>Working at greater depth</b>		<b>Working at greater depth</b>		<b>Working at greater depth</b>	
<b>Working towards age expectations</b>		<b>Working towards age expectations</b>		<b>Working towards age expectations</b>		<b>Working towards age expectations</b>	