# History - Knowledge and Skills Progression Map - Greenlands Primary School - 2026/2027

| Substantive Concepts running through our History curriculum | Childhood | Civilisations | Leadership | Migration/Invasion |
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| CLASS / YEAR GROUP: Year 3 | | | |
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| | Autumn 1/2 | Spring 1/2 | Summer 1/2 |
| Focus | Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes since the Stone Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer. | Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today. | Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers |
| Unit (Enquiry Question) | How were the Stone, Bronze and Iron Age similar and different? | How did Roman leaders influence the growth of the Roman Empire? | What challenges did the Saxons face in invading and settling in England? |
| Substantive Concept | | | |
| Disciplinary Concept (Focus) | Similarity and Difference | Historical Significance | Historical Interpretations |
| Link to National Curriculum | H12/1.1 Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. | H12/1.2 Pupils should be taught about the Roman empire and its impact on Britain. | H12/1.3 Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots. |

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| Prior Knowledge (indicate year group) | EYFS: What were holidays like for my great grandparents?<br>Year 1: What caused the Great Fire of London?<br>Year 2: What was it like to live in a castle and how do we know? | | EYFS: How does our Head Teacher help us?<br>Year 1: How did Florence Nightingale and Mary Seacole make a difference to hospitals?<br>Year 2: Why was Queen Elizabeth II's reign so significant? | Year 2: What was so significant about Christopher Columbus and Neil Armstrong's journey's? | |
| Key Vocabulary | Evidence<br>reconstruction<br>limitations copper<br>Amesbury Archer<br>tin<br>Stonehenge | trade<br>artefacts<br>import<br>deduction<br>export<br>flint | Boudicca<br>empire<br>inference<br>invasion<br>legacy<br>Romans<br>settlers | Angles<br>Britons<br>convert<br>empire<br>inference<br>invasion<br>Kingdom<br>missionary | paganism<br>Pope<br>Romans<br>Saxons<br>settlement<br>settlers<br>Vikings |
| Sequence of lessons | **Lesson1:** How long ago did Prehistoric man live?<br>**Lesson2:** What does Skara Brae tell us about life in the Stone Age?<br>**Lesson 3:** Who was the Amesbury Archer?<br>**Lesson 4:** How did bronze change life in the Stone Age?<br>**Lesson 5:** How did trade change the Iron Age?<br>**Lesson 6:** What changed between the Stone Age and the Iron Age?<br><br>(Kapow Unit: British History 1: Would you prefer to live in..) | | **Lesson 1:** Why did the Romans invade and settle in Britain?<br>**Lesson 2:** How did Britons respond to the Roman invasion?<br>**Lesson 3:** Why was the Roman army so successful? (Part 1)<br>**Lesson 4:** Why was the Roman army so successful? (Part 2)<br>**Lesson 5:** What do artefacts tell us about life in Roman times?<br>**Lesson 6:** How did the Romans change modern Britain?<br><br>(Kapow Unit: Why did the Romans settle in Britain?) | **Lesson 1:** Who were the Anglo-Saxons and the Scots?<br>**Lesson 2:** How did the Anglo-Saxons settle in Britain?<br>**Lesson 3:** What does Sutton Hoo tell us about Anglo-Saxon life?<br>**Lesson 4:** How did Christianity arrive in Britain?<br>**Lesson 5:** Was King Alfred really great?<br>**Lesson 6:** How did Anglo-Saxon rule end? | |

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| | | | (Support with Kapow resources: British History 3: How hard was it to invade and settle in Britain?) |
| End of unit goals. | Understand that prehistory was a long time ago.<br>Accurately place AD and BC on a timeline.<br>Identify conclusions that are certainties and possibilities based on archaeological evidence.<br>Explain the limitations of archaeological evidence.<br>Use artefacts to make deductions about the Amesbury Archer's life.<br>Identify gaps in their knowledge of the Bronze Age.<br>Explain how bronze was better than stone and how it transformed farming.<br>Explain how trade increased during the Iron Age and why coins were needed.<br>Identify changes and continuities between the Neolithic and Iron Age periods.<br>Explain which period they would prefer to have lived in, providing evidence for their choice.<br>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/would-you-prefer-to-live-in-the-stone-age-or-the-iron-age/assessment-history-y3-bronze-age-iron-age-or-stone-age/<br>Assessment task. | Explain the meaning of empire and invasion.<br>Understand the chronology of the Roman invasion of Britain.<br>Identify the consequences of the Roman invasion.<br>Create an interpretation of Boudicca using sources.<br>Explain why the Romans needed a powerful army.<br>Identify a soldier's equipment.<br>Explain how the Roman army was organised and perform simple manoeuvres and drills.<br>Make observations about an artefact.<br>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.<br><br>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/why-did-the-romans-settle-in-britain/assessment-history-y3-why-did-the-romans-settle-in-britain/ | Identify the different reasons for migration to Britain.<br>Sequence events according to their significance for groups of people.<br>Explain where the Vikings came from and why they came to Britain.<br>Make inferences from sources.<br>Explain how sources can be biased.<br>Find evidence within a source to support their reasoning.<br>Describe the parts of a longboat.<br>Design and creating a longboat.<br>Describe what the Vikings traded.<br>Identify Viking trading routes.<br>Explain whether the Vikings were traders or raiders and providing supporting evidence.<br>Identify important events in the Anglo-Saxon and Viking struggle for Britain.<br>Explain the meaning of cause and consequence.<br>Suggest the cause and consequences of events.<br>Make observations and deductions about artefacts.<br>https://www.kapowprimary.com/subjects/history/lower-key-stage-2/history-year-3-4/were-the-vikings-raiders-traders-or-settlers/assessment-history-y4-were-the-vikings-raiders-traders-or-settlers/ |
| Links to future learning | Year 5: How did the Maya civilisations compare to the Anglo-Saxons?<br><br>Year 6: What does the census tell us about our local area? | Year 4: What roles did Pharaohs play in the daily lives of their people?<br><br>Year 5: Was Henry VIII a tyrant or a fair leader? | Year 4: Were the Vikings raiders or settlers?<br><br>Year 5: What did the Ancient Greeks bring to the world? |

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| | Year 6: How have ideas about health and medicine changed over time? | | |
| Links to British Values | • Mutual Respect<br>• Tolerance | • Democracy<br>• Rule of Law | • Rule of Law |

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| Key Learning (Substantive) | <u>Invasion, Settlement and Migration:</u><br>To understand that there are varied reasons for coming to Britain.<br>To understand the impact of settlers on the existing population.<br>To understand the earliest settlements in Britain.<br>To know that settlements changed over time.<br><u>Civilisation</u><br>To understand how invaders and settlers influence the culture of the existing population.<br>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.<br><br><u>Trade</u><br>To know that communities traded with each other and over the English Channel in the Prehistoric Period.<br>To understand that trade began as the exchange of goods.<br>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.<br>To understand that trade develops in different times and ways in different civilisations. | <u>Leadership ( Monarchy, Government, Empire)</u><br>To understand the expansion of empires and how they were controlled across a large empire.<br>To understand that societal hierarchies and structures existed including aristocracy and peasantry.<br>To understand some reasons why empires fall/collapse.<br><u>Invasion, Settlement and Migration:</u><br>To know that settlement created tensions and problems.<br>To understand the impact of settlers on the existing population.<br><u>Civilisation</u><br>To understand how invaders and settlers influence the culture of the existing population.<br>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles<br><u>Trade</u><br>To know that communities traded with each other and over the English Channel in the Prehistoric Period.<br>To understand that trade began as the exchange of goods.<br>To understand that the Roman invasion led to a great increase in British trade with the outside world.<br>To understand that trade develops in different times and ways in different civilisations. | <u>Leadership (monarchy, government and empire)</u><br>To understand the development of groups, kingdom and monarchy in Britain.<br>To know who became the first ruler of the whole of England.<br><u>Invasion, settlement and migration</u><br>To know that there were different reasons for invading Britain.<br>To understand that there are varied reasons for coming to Britain.<br>To know that there are different reasons for migration.<br>To know that settlement created tensions and problems.<br>To understand the impact of settlers on the existing population.<br>To understand the earliest settlements in Britain.<br>To know that settlements changed over time. |

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| Key Skills (Disciplinary) | **Chronological Awareness:**<br>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.<br>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.<br>Using dates to work out the interval between periods of time and the duration of historical events or periods.<br>Using BC/AD/Century, the periods studied.<br>Placing the time studied on a timeline.<br>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.<br>Noticing connections over a period of time.<br>**Change and continuity:**<br>Identifying reasons for change and reasons for continuities.<br>Identifying what the situation was like before the change occurred.<br>Comparing different periods of history and identifying changes and continuity.<br>Describing the changes and continuity between different periods of history.<br>Identifying the links between different societies.<br>**Cause and consequence**<br>Identifying reasons for historical events, situations and changes.<br>**Similarities and Differences**<br>Explaining similarities and differences between daily lives of people in the past and today.<br>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.<br>**Sources of evidence**<br>Using a range of sources to find out about a period.<br>Using evidence to build up a picture of a past event. | **Chronological Awareness**<br>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.<br>Using dates to work out the interval between periods of time and the duration of historical events or periods<br>Using BC/AD/Century.<br>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.<br>Placing the time studied on a timeline.<br>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.<br>Noticing connections over a period of time.<br>**Change and Continuity**<br>Identifying what the situation was like before the change occurred.<br>Comparing different periods of history and identifying changes and continuity.<br>Describing the changes and continuity between different periods of history.<br>**Cause and Consequence**<br>Identifying the consequences of events and the actions of people.<br>Identifying reasons for historical events, situations and changes.<br>**Similarities and Differences**<br>Explaining similarities and differences between daily lives of people in the past and today.<br>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.<br>**Historical Significance**<br>Recalling some important people and events.<br>Identifying who is important in historical sources and accounts.<br>**Sources of Evidence**<br>Using a range of sources to find out about a period.<br>Using evidence to build up a picture of a past event.<br>Observing the small details when using artefacts and pictures.<br>**Historical Interpretations** | **Chronological Awareness**<br>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after)<br>Placing events on a simple timeline.<br>Recording on a timeline a sequence of historical stories heard orally.<br>**Change and Continuity**<br>Describing simple changes and ideas/objects that remain the same.<br>Understanding that some things change while other items remain the same and some are new.<br>**Cause and Consequence**<br>Asking why things happen and beginning to explain why with support.<br>**Similarities and Differences**<br>N/A<br>**Historical Significance**<br>N/A<br>**Sources of Evidence**<br>Using artefacts, photographs and visits to museums to answer simple questions about the past.<br>Finding answers to simple questions about the past using sources (e.g. artefacts).<br>**Historical Interpretation**<br>Beginning to identify different ways to represent the past (e.g. photos, stories).<br>**Historical Enquiry**<br>Understanding how historical enquiry questions are structured.<br>Creating historically-valid questions across a range of time periods, cultures and groups of people. |

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| | Observing the small details when using artefacts and pictures.<br>**Historical Interpretations:**<br>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.<br>Evaluating the usefulness of different sources.<br>**Historical Enquiry**<br>Understanding how historical enquiry questions are Structured.<br>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.<br>Creating questions for different types of historical enquiry.<br>Using a range of sources to construct knowledge of the past.<br>Extracting the appropriate information from a historical source.<br>Identifying primary and secondary sources.<br>Interpreting evidence in different ways.<br>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.<br>Making links and connections across a period of time, cultures or groups.<br>Asking the question "How do we know?"<br>Reaching conclusions that are substantiated by historical evidence.<br>Constructing answers using evidence to substantiate findings.<br>Identifying weaknesses in historical accounts and arguments.<br>Creating a structured response or narrative to answer a historical enquiry.<br>Describing past events orally or in writing, recognising similarities and differences with today. | Identifying the differences between different sources and giving reasons for the ways in which the past is represented.<br>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.<br>Evaluating the usefulness of different sources<br>**Historical Enquiry**<br>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.<br>Asking questions about the bias of historical evidence.<br>Using a range of sources to construct knowledge of the past.<br>Defining the terms 'source' and 'evidence'.<br>Extracting the appropriate information from a historical source.<br>Identifying primary and secondary sources.<br>Identifying the bias of a source.<br>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.<br>Making links and connections across a period of time, cultures or groups.<br>Asking the question "How do we know?"<br>Reaching conclusions that are substantiated by historical evidence.<br>Communicating knowledge and understanding through discussion, debates, drama, art and writing.<br>Constructing answers using evidence to substantiate findings.<br>Identifying weaknesses in historical accounts and arguments.<br>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.<br>Creating a structured response or narrative to answer a historical enquiry. | Creating questions for different types of historical enquiry.<br>Asking questions about the bias of historical evidence.<br>Using a range of sources to construct knowledge of the past.<br>Defining the terms 'source' and 'evidence'.<br>Extracting the appropriate information from a historical source.<br>Selecting and recording relevant information from a range of sources to answer a question.<br>Identifying primary and secondary sources.<br>Identifying the bias of a source.<br>Comparing and contrasting different historical sources.<br>Understanding that there are different ways to interpret evidence.<br>Interpreting evidence in different ways.<br>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.<br>Asking the question "How do we know?"<br>Understanding that there may be multiple conclusions to a historical enquiry question.<br>Reaching conclusions that are substantiated by historical evidence.<br>Communicating knowledge and understanding |

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| | | | through discussion, debates, drama, art and writing.<br>Constructing answers using evidence to substantiate findings.<br>Identifying weaknesses in historical accounts and<br>Arguments.<br>Creating a structured response or narrative to answer a historical enquiry.<br>Describing past events orally or in writing, recognising similarities and differences with today. |