

Knowledge and Skills Progression Map
Treales CE Primary School 2023-2024

History

Willow Class Cycle B Year 3 and 4

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	How did the arrival of the Romans change Britain?	Who were the Anglo Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?
National Curriculum	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.
CONCEPTS	<p>Change - The process or actions by which something or someone becomes different.</p> <p>Causation - The connections between events where one thing happens as a result of another.</p> <p>Significance - Identifying events, sources, people, places or ideas which are most important.</p> <p>Similarity and difference - Comparing ways of life at different times.</p> <p>Sources - Evidence that is used to gather information and reach judgements.</p> <p>Chronology - Arranging historical events in their correct order.</p> <p>Empathy - Placing yourself in another's position to better understand their actions.</p> <p>Border - Artificial lines or boundaries that separate different states, countries, provinces or cities.</p>	<p>Change - the process or actions by which something or someone becomes different.</p> <p>Continuity - aspects of life which remain constant and change little over time.</p> <p>Causation - connections between events where one thing happens as a result of another.</p> <p>Significance - identifying events, sources, people, places or ideas which are most important.</p> <p>Perspective - seeing events from different viewpoints.</p> <p>Sources - evidence that is used to gather information and reach judgements.</p> <p>Chronology - arranging historical events in their correct time order.</p> <p>Empathy - placing yourself in another's position to understand their actions.</p> <p>Settlement - a place where a community of people live.</p>	<p>Change - the process or actions by which something or someone becomes different.</p> <p>Continuity - aspects of life which change little over time.</p> <p>Causation - connections between events where one thing happens as a result of another.</p> <p>Significance - identifying events, sources, people, places or ideas which are most important.</p> <p>Perspective - seeing events from different viewpoints.</p> <p>Sources - evidence that is used to gather information and reach judgements.</p> <p>Chronology - arranging historical events in their correct time order.</p> <p>Empathy - placing yourself in another's position to better understand their actions.</p> <p>Settlement - a place where a community of people live.</p>

	<p>Civilisation - An advanced society with its own system of government, laws and written language.</p> <p>Empire - The man or woman (often a monarch) who rules over an empire.</p> <p>Military - The armed forces of a country.</p> <p>Slave - A person who is the legal property of another and is forced to obey them.</p> <p>Conflict - A struggle or clash between opposing forces, interests or ideas.</p> <p>Conquest - Gain control of a place or people by military force.</p> <p>War - Armed conflict between different countries or people within a country (civil war).</p> <p>Trade - The buying and selling of goods and services.</p> <p>Tribe - A group of people who live and work together.</p>	<p>Society - a community of people who share a common way of life.</p> <p>Christianity - one of the world's largest religions based on the life, death and teachings of Jesus.</p> <p>Kingdom - a community of people with its own territory and ruler.</p> <p>Country - an area of land controlled by a single monarch or government.</p>	<p>Society - a community of people who share a common way of life.</p> <p>Christianity - one of the world's largest religions based on the teachings of Jesus.</p> <p>Kingdom - a community of people with their own territory and ruler</p> <p>Tribe - a group of people who live and work together.</p> <p>Slave - a person who is the legal property of another and obeys them.</p>
<p>Key Vocabulary</p>	<p>Natural resource - A material occurring in nature used by people.</p> <p>Occupied - Being invaded and then ruled by a foreign power.</p> <p>Epitome - A perfect example of a particular thing or type of person.</p> <p>Pacify - Calm down people who are angry or in revolt.</p> <p>Uprising - An act of revolt or rebellion against the ruling power.</p> <p>Plebian - Someone belonging to the general common people.</p> <p>Ianista - The head of a gladiator training school.</p> <p>Philosopher - Someone who studies or writes about the meaning of life.</p>	<p>Barbarian - a person belonging to a culture that the Romans saw as savage, primitive and not civilised.</p> <p>Village - a place in the countryside smaller than a town where people live.</p> <p>Pagan - a person in Anglo Saxon times who was not religious or was not a Christian.</p> <p>Roman Catholicism - the oldest and largest branch of the Christian Church.</p> <p>Pope - the Bishop of Rome as Head of the Catholic Church.</p> <p>Conversion - changing your religious beliefs or persuading someone else to do so.</p> <p>Chronicle - record things in a book in the order in which they happened.</p>	<p>Conversion - changing your religious beliefs or persuading someone else to do so.</p> <p>Chronicle - record things in a book in the order in which they happened.</p> <p>Norsemen - 'people of the north' from the region of Scandinavia.</p> <p>Scandinavia - areas today of Denmark, Norway, Sweden, Finland, Russia and northern Germany.</p> <p>Invasion - enter a place using armed force.</p> <p>Longship - a light and fast seagoing vessel used for trade, exploring, and raiding.</p> <p>Migration - the movement of people from one place to another.</p>

		<p>Noble - a class of people of very high rank and title.</p> <p>Serf - someone of the lowest class such as a servant or farm labourer.</p> <p>Feudal system - an arrangement where people worked and fought for nobles in return for protection and land to farm.</p> <p>Reconstruct - to build or make again in its original form.</p>	<p>Myth - a traditional story about some being, hero or event that is not true.</p> <p>Legacy - something inherited from previous generations.</p> <p>Temperate - moderate climate with no weather extremes.</p> <p>Witan - a 'council of wise men' set up to advise Anglo Saxon kings.</p> <p>Occupy - move into and take control of a place or area usually by force.</p>
Prior Knowledge (indicate year group)	<p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <p>About how life changed in Britain from the Stone Age to the Iron Age. That during this time people moved into Britain from places all over Europe. That during the Iron Age wars were fought between tribes for control of land and resources.</p>	<p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <p>About what an empire is and why the Romans invaded and occupied Britain. That invasions and wars are almost always about gaining control of land and natural resources. That during the Iron Age wars were fought between tribes for control of land and resources.</p>	<p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <p>That invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources. What the Romans wanted when they invaded and occupied England and absorbed it into its empire</p>
Key Knowledge (Substantive)	<p>What an empire is. Modern day countries that were once part of the Roman Empire. Why Claudius invaded Britain in AD 43. Who Boudica was and why she was such a threat to the Roman settlement of Britain. The lifestyle of many high status Romans living in Britain. Why the Romans constructed Hadrian's Wall in AD122. How and why the Romans designed and built many towns in Britain.</p>	<p>What happened in Rome in AD 410 that convinced the Romans to leave Britain. Who the Anglo Saxons were and where they came from. Why the Anglo Saxons settled in England after the Romans began to leave. Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. Why the Anglo Saxons were referred to as 'pagan'.</p>	<p>Who the so called 'Vikings' were. The significance of the Viking attack on Lindisfarne in 793. How England in Anglo Saxon times was made up of kingdoms. The motives of Norsemen who invaded Britain in the eighth and ninth centuries. The area of modern day Britain once occupied and settled by Norsemen. How Norse settlements compared with traditional Anglo Saxon homes. The difference between a myth and legend.</p>

	<p>What a gladiator was and why gladiatorial games were organised in Britain.</p> <p>Why so much evidence remains today in Britain of the Roman occupation.</p> <p>Why most Romans eventually left Britain and returned to Rome.</p>	<p>Why England began to convert to Christianity after the arrival of Constantine in AD 597.</p> <p>How ordinary people were affected by England's conversion to Christianity.</p> <p>Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.</p>	<p>How Anglo Saxons resisted invasion and occupation by Norsemen.</p> <p>Why King Alfred of Wessex has the title 'Great'.</p> <p>Why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</p>
<p>Key Skills (Disciplinary)</p>	<p>Selecting - Choosing the information most suitable and relevant.</p> <p>Sequencing - Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting - Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating - Forming ideas about something without firm evidence.</p> <p>Synthesising - Combining a range of ideas and facts from different sources.</p> <p>Explaining - Showing understanding of how or why something happened.</p>	<p>Selecting - Choosing the information most suitable and relevant.</p> <p>Sequencing - Arranging events or artefacts in their correct time order.</p> <p>Comparing and contrasting - Finding similarities and differences in how people lived at different times.</p> <p>Reasoning and speculating - Forming ideas about something without firm evidence.</p> <p>Synthesising - Combining a range of ideas and facts from different sources.</p> <p>Explaining - Showing understanding of how or why something happened.</p>	<p>Describing - giving an account of something.</p> <p>Selecting - choosing the information most suitable and relevant.</p> <p>Reasoning/ speculating -thinking and forming ideas about something without necessarily - firm evidence to back it up.</p> <p>Synthesising - bringing together a range of ideas and facts from different sources to develop an explanation.</p> <p>Explaining - showing understanding of how or why something happened.</p> <p>Empathising - Placing yourself in another's position to better understand their actions.</p>

<p>Possible- sequence of lessons – enquiry questions?</p>	<p>Why did Emperor Claudius invade Britain? Why did the Romans almost lose control of Britain? (War with Boudica) Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall) How do we know so much about the towns the Romans built in Britain? Why did the Romans organise gladiatorial games?</p>	<p>Why did the Romans leave Britain? Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo-Saxons change after Ethelbert met Augustine? How did converting to Christianity change the lives of people in Britain? What does Sutton Hoo tell us about the Anglo-Saxon world?</p>	<p>What was the 'terror' that appeared in Britain on June 8th 793? Why was the design of their longships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted from Britain? Viking horned helmets – historical fact or myth? Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p>
<p>End of unit goals Suggested assessment task?</p>	<p>Explain what an empire is. Identify and locate those modern day countries that were once part of the Roman Empire. Understand why Claudius invaded Britain in AD 43. Describe who Boudica was and explain why she was such a threat to the Roman settlement of Britain. Identify and describe the lifestyle of many high status Romans living in Britain. Explain why the Romans constructed Hadrian's Wall in AD122. Describe how and why the Romans designed and built many towns in Britain. Explain what a gladiator was and why gladiatorial games were organised in Britain.</p>	<p>Explain what happened in Rome in AD 410 that convinced the Romans to leave Britain. Understand who the Anglo Saxons were and where they came from. Describe and explain why the Anglo Saxons settled in England after the Romans began to leave. Explain why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. Understand why the Anglo Saxons were referred to as 'pagan'. Describe and explain why England began to convert to Christianity after the arrival of Constantine in AD 597. Explain and reach a judgement regarding how ordinary people were affected by England's conversion to Christianity.</p>	<p>Explain who the so called 'Vikings' actually were and where their original homelands can be found today. Understand the significance of the Viking attack on Lindisfarne in 793. Identify, locate and describe how England in Anglo Saxon times was made up of several separate kingdoms. Explain the motives of the Norsemen who invaded Britain in the eighth and ninth centuries. Identify, locate and describe the area of modern day Britain once occupied and settled by Norsemen. Explain how Norse settlements compared with traditional Anglo Saxon homes. Explain the difference between a myth and legend.</p>

	<p>Understand why so much evidence remains today in Britain of the Roman occupation.</p> <p>Explain why most Romans eventually left Britain and returned to Rome.</p>	<p>Explain why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain.</p>	<p>Describe and explain how Anglo Saxons resisted invasion and occupation by Norsemen.</p> <p>Reach a judgement as to why King Alfred of Wessex has the title 'Great'.</p> <p>Explain why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</p>
<p>Suggestions for the development of greater depth</p>	<p>Understand how the retreat of the Romans from Britain created opportunities for Anglo Saxon tribes from central Europe to gradually settle across the country.</p> <p>Explain who the Celts were and those areas of Britain in which they lived during the Roman occupation.</p>	<p>Understand that there were many Anglo Saxons living in and working with the Romans long before most Romans left and returned to Rome.</p>	<p>Understand why it is disputed who the first king of all England actually was.</p> <p>Understand that William of Normandy was also a descendant of the Vikings when he became the first Norman king of England.</p>
<p>Enrichment opportunities</p>	<p>Ribchester – Roman Baths visit</p> <p>Roman Day</p> <p>Kirkham Roman trail</p>	<p>Beaston Castle</p>	<p>Trip to Liverpool World Museum</p>