



Archbishop of York's CE Junior School

History Progression Overview



Year Group	Chronology * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Historical concepts * Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Historical Enquiry *Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Using Evidence *Pupils should understand how our knowledge of the past is constructed from a range of sources.
Year 3 Ancient Greece – a study of Greek life and achievements and their influence on the western world (Depth).	✓	Pupils should note connections, contrasts and trends over time inc the nature of ancient civilizations. Develop the appropriate use of historical terms inc democracy.	Address historically valid questions and construct informed responses.	Introduction to primary sources including pottery, archaeology and ancient scripts.
Year 3 A local history study – the growth of Bishopthorpe (Depth).	✓	Pupils should note connections, contrasts and trends over time inc connections between local, regional and national history.	Address historically valid questions and construct informed responses.	The use of photography as a primary source. Introduction to secondary sources including 'Bishopthorpe Remembered'.
Year 4 The achievements of the earliest civilizations- The Shang Dynasty of Ancient China (Overview).	✓	Pupils should note connections, contrasts and trends over time inc characteristic features of a non-European society. Develop the appropriate use of historical terms inc dynasty.	Address historically valid questions and construct informed responses.	Primary and secondary sources including pottery, archaeology and documentary of the dynasty.
Year 4 The Roman Empire and its impact on Britain (Depth).	✓	Pupils should note connections, contrasts and trends over time inc expansion and dissolution of empires and connections between local, regional and national history. Develop the appropriate use of historical terms inc Empire.	Address historically valid questions and construct informed responses.	Primary and secondary sources including archaeology, ancient scripts and biographies of historical figures (e.g. Caesar).



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<p>Year 4 Britain's settlement by Anglo-Saxons and Scots (Overview).</p>	<p>✓</p>	<p>Pupils should note connections, contrasts and trends over time.</p>	<p>Address historically valid questions and construct informed responses.</p>	<p>Primary and secondary sources including archaeology, ancient scripts and biographies of historical figures (e.g. King Alfred).</p>
<p>Year 5 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Tudors (Depth)</p>	<p>✓</p>	<p>Pupils should note connections, contrasts and trends over time inc religion.</p> <p>Develop the appropriate use of historical terms inc parliament, peasantry.</p>	<p>Address and devise historically valid questions and construct informed responses including reference to historical information and sources.</p>	<p>Primary and secondary sources (e.g. letters from Henry VIII to Anne Boleyn, diary entries of Samuel Pepys).</p>
<p>Year 5 A non-European society that provides contrasts with British history- Mayan civilization c. AD 900 (Overview).</p>	<p>✓</p>	<p>Pupils should note connections, contrasts and trends over time inc religion.</p> <p>Develop the appropriate use of historical terms inc civilization.</p>	<p>Address and devise historically valid questions and construct informed responses including reference to historical information and sources.</p>	<p>Primary and secondary sources including archaeology, ancient scripts (logo syllabic system) and biographies of historical figures.</p>
<p>Year 6 Changes in Britain from the Stone Age to the Iron Age (Overview).</p>	<p>✓</p>	<p>Pupils should note connections, contrasts and trends over time inc developments in technology (farming-hunter gather to hill fort) and travel (Stonehenge)</p>	<p>Address and devise historically valid questions and construct informed responses including reference to historical information and sources.</p>	<p>Primary and secondary sources including archaeology and documentary of the era.</p>
<p>Year 6 The achievements of the earliest civilizations – Ancient Egyptians (Depth).</p>	<p>✓</p>	<p>Pupils should note connections, contrasts and trends over time inc the nature and development of the first ancient civilizations.</p> <p>Develop the appropriate use of historical terms inc civilization.</p>	<p>Address and devise historically valid questions and construct informed responses including reference to historical information and sources.</p>	<p>Primary sources including pottery, archaeology and ancient scripts and how different people have interpreted these in secondary sources.</p>
<p>All years (Theme week once every 4 years). The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>✓</p>	<p>Pupils should note connections, contrasts and trends over time.</p>	<p>Address and devise historically valid questions and construct informed responses including reference to historical information and sources.</p>	<p>Primary and secondary sources including pottery, archaeology and documentary of the period.</p>