



HISTORY - PROGRESSION OF KNOWLEDGE AND SKILLS



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday Life	Skill	Describe an aspect of everyday life within or beyond living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical period	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
	Knowledge	Aspects of everyday life include houses, jobs, objects, transport and entertainment	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.	The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.	Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.
	NC POS	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Learn about events beyond living memory that are significant nationally or globally.	Learn about changes in Britain from the Stone Age to the Iron Age.	Learn about the Roman Empire and its impact on Britain.	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.	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.



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	x	x	Describe the achievements and influence of the ancient Greeks on the wider world.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).	Study a feature of a past civilisation or society.	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
Knowledge	x	x	The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre	The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.	The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.	The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today
NC POS	x	x	Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world	Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	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.	Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



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Report and Conclude	Skill	Create stories, pictures, independent writing and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Make choices about the best ways to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
	Knowledge	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
	NC POS	Learn about significant historical events, people and places in their own locality.	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.	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 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.	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.



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Communication	Skill	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Use abstract terms to express historical ideas and information.
	Knowledge	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.	Historical terms include abstract nouns, such as invasion and monarchy.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
	NC POS	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 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 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.	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.



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Local History	Skill	Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.
	Knowledge	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.	Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).	Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.
	NC POS	Learn about significant historical events, people and places in their own locality.	Learn about significant historical events, people and places in their own locality.	Conduct a local history study.	Conduct a local history study.	Conduct a local history study.	Conduct a local history study.



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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compare and Contrast	Skill	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
	Knowledge	Identifying similarities and differences helps us to make comparisons between life now and in the past.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.
	NCPOS	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Learn about 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.	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 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 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 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.



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Significant Events	Skill	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of significant events.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
	Knowledge	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.
	NC POS	Learn about events beyond living memory that are significant nationally or globally.	Learn about events beyond living memory that are significant nationally or globally.	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.	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	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.	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.



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Significant People	Skill	Understand the term significant and explain why a significant individual is important.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices
	Knowledge	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.
	NC POS	Learn about 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.	Learn about 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.	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.	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.



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Change over time	Skill	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
	Knowledge	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.
	NC POS	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	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 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 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 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.



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British History	Skill	Describe a significant historical event in British history.	Describe and explain the importance of a significant individual's achievements on British history.	Describe how a significant event or person in British history changed or influenced how people live today.	Describe a series of significant events, linked by a common theme, that show changes over time in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Articulate the significance of a historical person, event, discovery or invention in British history.
	Knowledge	Significant historical events include those that cause great change for large numbers of people.	Important individual achievements include great discoveries and actions that have helped many people.	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.	Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.
	NCPOS	Learn about events beyond living memory that are significant nationally or globally.	Learn about 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.	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.	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



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Chronology	Skill	Order information on a timeline.	Sequence significant information in chronological order.	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
	Knowledge	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.
	NC POS	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.	Learn about events beyond living memory that are significant nationally or globally.	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.	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 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.	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.



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Hierarchy and Power	Skill	Describe the role of a monarch.	Describe the hierarchy of a past society	Describe the roles of tribal communities and explain how this influenced everyday life.	Describe the hierarchy and different roles in ancient civilisations	Describe the significance, impact and legacy of power in ancient civilisations.	Describe and explain the significance of a leader or monarch.
	Knowledge	<p>A monarch is a king or queen who rules a country.</p> <p>Queen Elizabeth II is the current monarch of the United Kingdom.</p>	<p>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p>	<p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p>	<p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline</p>	<p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p>
	NC POS	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Learn about changes in Britain from the Stone Age to the Iron Age.</p>	<p>Learn about 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Learn about 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Learn about 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>



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