



Bradwell Village School



Chronology										
Year Three			Year Four			Year Five		Year Six		
Aztecs	Greece	Stone Age & Iron Age	Pompeii	Use of Artefacts	Roman	Fall of Roman Empire - Anglo-Saxon – To 1066	Egyptians	Benin	Interpretations of Space through Time	WWI I
1300 to 1521	700-480 BC	2.5 million years prior to 1200 BC	79 AD	Multiple years	End 476 AD	476 AD to 1066 AD	3150 BC to 30 BC	1200 AD to 1800 AD	Multiple years	1935 AD to 1945

Powerful Knowledge Progression History								
A Year Three child will come to Bradwell Village knowing:	Strand		Year Three	Year Four	Year Five	Year Six	A Year Six child will leave Bradwell Village knowing	A KS3 child will learn:
They will know significant historical places in their own locality ex. Cities and towns.	Empire		To know what an empire is. (Spring) Establishment of Persian empire. (Spring)	Difference between empire and a republic. (Summer) Growth of the Roman empire. (Summer)	Demise of the Roman empire and the impact on Britain. (Autumn) Establishment of kingdoms. (Autumn)	Development of the British Empire. The impact of WW2. (Summer)	The growth and demise of different empires and the lasting impact.	The development of the British Empire with a depth study.
	Powerful Vocabulary		Empire, citizen, aristocrat, establishment.	Empire, republic, expansion, emperor, dictator, Roman Britain, Senate,	Demise, impact, kingdom, establishment, Anglo-Saxon, Jutes, king, settlers.	Empire, impact, development, World War 2, British, evacuees, immigration.	Empire, impact.	
Changes within living memory. Events beyond living memory that are significant nationally or globally.	Civilisation	Life	The beginning of settlements from nomadic life. (Summer)	Introduction of rules and a hierarchy. (Summer)	Loss of law and order. Development of local kings and kingdoms. (Autumn)	Compare and contrast two different civilisations. (Autumn) The replication of dominance by one country (WW2). (Summer)	How life has changed from early settlers to complex civilisations and they compare to modern day.	The development of Church, state and society in Medieval Britain 1066-1509/ 1509-1745.
		Legacy	Wheel, metal, buildings, tools, weapons. Picture communication.	Development of efficient housing. Baths, sewers, roads, plumbing, transport,	Compare and contrast the development of	Air and space travel. (Spring) Development of multi-cultural Britain.	To know what legacies have been left behind to make	The development of Church, state and society in Medieval Britain

			(Summer) Philosophy, alphabet, Olympics, democracy (Spring) chocolate (Autumn)	aqueducts, religion. Latin and artwork. (Summer)	language from different origins. Paper, long ships, trade. (Autumn, Summer)	Further development of technology (WW2). (Summer)	Britain what it is today.	1066-1509/ 1509-1745.
	Powerful Vocabulary		Legacy, Philosophy, Olympics, Alphabet, prehistoric, hunter-gather, nomad, tribe, celt, roundhouse, hill fort, domesticate.	Hierarchy, laws, obey, taxes, legacy, civil engineering,	Legacy, laws, unlawful, compare, contrast, Alfred, Edward, William the Conqueror	Legacy, compare, contrast, replication, dominance, multi-cultural, technology,		
The lives of significant individuals in the past who have contributed to national and international achievements. (Elizabeth 1, Queen Victoria, Rosa Parks, Emily Davison)	Democracy / British Values		The origins of democracy (Spring).	How democracy changes within a republic and an empire. (Summer)	To compare and contrast democracy between different civilisations. (Autumn and Summer)	Colonisation in Benin. (Autumn) British parliament. (Summer)	The growth of democracy and how it has impacted Britain and the rest of the world.	Challenges for Britain, Europe and the wider world 1901 to the present day.
	Powerful Vocabulary		Democracy, origin, citizen, colony, ruler,	Democracy, forum, republic, empire, vote, decisions, advise, elected, constitution, duty.	Democracy, monarchy, compare, contrast, civilisations, pyramid of society, kings, tribes, values.	Democracy, appeasement, dictator, Winston Churchill, King George VI, rule of law, respect colonisation, tolerance, restore peace.	Democracy, impact, locally, internationally.	
The lives of significant individuals in the past who have contributed to national and international achievements. (Christopher Columbus, William Caxton,	Trade / Invasion		Understanding of the concepts of trading and invading (Autumn)	Reasons why people trade and invade. (Summer)	To compare and contrast trade routes in different civilisations. (Autumn and Summer) How the value of items has changed. (Autumn and Summer) How invading led to settling. (Autumn)	Development of trade routes during war times and why rationing was introduced. (Summer) How invasion led to people occupying more territory and gaining power (WW2). (Summer)	To know the impact of trading and invading and looking at the cause and effect.	Ideas, political power, industry and empire: Britain, 1745-1901 e.g. Britain's transatlantic slave trade its effects and its eventual abolition. The development of Church, state and society in Medieval Britain 1066-1509 e.g. wool trade.
	Powerful Vocabulary		Agora, formation, peninsula, army, bronze, triangular	Conquer, invade, trade, materials, resources, demand, supply, benefit.	Conquer, invade, trade, raid, invaders and settlers. Goods and services. Import, export.	Conquer, invade, trade, rationing, global economy, territory, allies, axis,	Conquer, invade, trade	

			trade route, invade, trade, barter.			blitz, convoy, shortage		
They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Enquiry		Exploring different sources (physical, oral and written). Sort artefacts 'then' and 'now' Knowing what primary and secondary sources are. Ask and answer questions related to the different sources. Discuss the effectiveness of sources. Guided research using provided websites and books. Select and record information using the scaffolding provided. (All three terms)	Using primary and secondary sources to ask questions and find the answers. Sequence a collection of artefacts using the evidence presented. Ask and answer questions critically looking at biased and unbiased. Begin to use the library, e-learning for research, both guided and independent. Select and record information relevant to the study. (All three terms)	Use a range of primary and secondary sources to find out about a period by observing small details of artefacts and pictures. Use evidence to build up a picture of a past event. Ask and answer a variety of open-ended questions and to understand what reliability is. Confidently use the library, e-learning for research. Choose how they would like to record their information dependent on the subject. (Autumn and Summer)	Recognise primary and secondary sources. Use a range of these sources to provide evidence about a period of time studied. Ask and answer questions about the possible omissions in a range of sources and discover how to find the missing information out. Confident and independent use of library, e-learning for research. Bring knowledge gathering from several sources together in a fluent account. (All three terms)	Understand the reliability of a range of primary and secondary sources. Can use this information to record accordingly. Ability to ask and answer in depth questions about a range of events within the time studied. Can independently use a range of resources to research.	The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.
	Powerful Vocabulary		Primary sources, Secondary sources, past, present, physical, oral, written.	Primary sources, Secondary sources, compare, contrast biased, unbiased, relevance, artefacts.	Primary sources, Secondary sources, evidence, artefacts, reliability, different versions, points of view.	Primary sources, Secondary sources, speculate, hypothesis, omission, gathering, account.	Primary sources, Secondary sources, speculate, hypothesis, reliability, biased/unbiased.	