

Melandra Class – Year 3/4

History Knowledge Progression

Term / unit	Builds on	Knowledge progression	Historical skills / enquiry	Key vocabulary	Where this leads next
Advent – Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	Builds on KS1 timelines, change over time, evidence and early understanding of monarchy and conquest.	Know that prehistory covers a very long period before written records. Place the Stone, Bronze and Iron Ages in chronological order using BC/AD. Understand how archaeology helps us know about prehistoric life and its limitations. Know how bronze changed tools and farming, how trade developed and why coins became useful. Identify change and continuity across the three periods.	Interpret archaeological evidence and artefacts; distinguish certainty from possibility; make deductions; identify gaps in evidence; compare periods; explain change and continuity; reach an evidence-based preference.	prehistory; Stone Age; Bronze Age; Iron Age; BC; AD; archaeology; artefact; settlement; trade; coin; continuity; deduction	Establishes KS2 chronological frameworks and evidence evaluation used in later British and world-history units.
Lent – How have children's lives changed?	Builds on comparing life across time, using sources and explaining change and continuity.	Know that children's work, leisure and health have changed significantly from Tudor and Victorian times to today. Understand why many children worked and the conditions they experienced. Know how Lord Shaftesbury contributed to reform. Recognise changes in leisure and in understandings and treatment of disease.	Make inferences and deductions from primary and secondary sources; compare periods; explain reasons for child labour; evaluate the impact of reform; use evidence to trace change and continuity.	childhood; apprentice; labour; factory; Tudor; Victorian; reform; Lord Shaftesbury; leisure; disease; source; inference; impact	Strengthens thematic comparison and evaluation before pupils study a non-European civilisation and construct more complex interpretations.
Pentecost – How did the achievements of the ancient Maya impact their society and beyond?	Builds on chronology, settlement, beliefs, evidence and evaluating causes and consequences.	Know the broad chronology of the ancient Maya and relate it to events in Britain. Understand how Maya people adapted to rainforest environments, their beliefs and key features of cities. Know selected Maya achievements and recognise their influence. Understand that the decline of Maya cities had multiple possible causes and that archaeologists, archivists and historians construct accounts from surviving evidence.	Sequence periods; make cross-period chronological links; infer from archaeological evidence; explain adaptation and achievement; evaluate competing reasons for decline; consider how interpretations of the past are constructed.	Maya; civilisation; rainforest; city; temple; belief; achievement; decline; archaeologist; archivist; historian; evidence; interpretation	Prepares pupils for increasingly sophisticated studies of invasion, settlement, governance, legacy and interpretation.