

Indicative progression in Global Learning themes through History

Themes	By the end of Year 2	By the end of Year 4	By the end of Year 6	By the end of Year 9
	Pupils will:			
Developing countries	<ul style="list-style-type: none"> make simple observations about different types of people and beliefs study Significant People. These can be drawn from local, national or world history [e.g. Ibn Battuta or Tuthankamun] – life in different times and in different places. They might be drawn from countries studied in Key Stage 2 and Key Stage 3. 	<ul style="list-style-type: none"> study Roman Britain and explore what happens when a ‘superior’ culture takes control of an ‘inferior’ country study the characteristic features of non-European societies – how they are similar and how they are different to Britain. 	<ul style="list-style-type: none"> describe diversity and appreciate that there are differing versions of the past learn about Ancient Civilisations or Non-European Societies. They realise that sometimes countries we regard today as ‘under-developed’ weren’t that way a long time ago. 	<ul style="list-style-type: none"> begin to develop a coherent picture of world history learn about the 20th-century world – colonies and decolonisation, and the end of empire, and appreciate the causes and significance of such changes.
Poverty and development	<ul style="list-style-type: none"> see that how parents and grandparents earned a living might be different to people today – not necessarily better or worse, just different 	<ul style="list-style-type: none"> see the story of Britain from Stone Age hunter-gatherers to farmers to town dwellers as a kind of ‘progress’ 	<ul style="list-style-type: none"> see that, as some societies develop [e.g. the Maya or Benin], some individuals become more wealthy and/or powerful than others 	<ul style="list-style-type: none"> see that the Industrial Revolution made European countries, especially Britain, very rich by exploiting resources and markets elsewhere in the world

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	Pupils will:			
	<ul style="list-style-type: none"> study events beyond living memory that are significant – nationally or globally. The choice of event[s] can support understanding that some people are better off than others, and why. 	<ul style="list-style-type: none"> discover (by studying Anglo-Saxon and Viking invasions of Britain) that movement from one country to another might be caused by poverty or a search for a better standard of living. 	<ul style="list-style-type: none"> reflect on the changes they have studied, and explore the idea of cause and effect, continuity and change, and their impact on societies. 	<ul style="list-style-type: none"> realise (by studying immigration to Britain) that there are many reasons for migration, one of which is a consequence of unequal wealth.
Globalisation and inter-dependence	<ul style="list-style-type: none"> identify similarity and difference see (by careful choice of significant events or people) that something that happens in another country has an impact both in Britain and locally. 	<ul style="list-style-type: none"> cite examples of interdependence in the past, e.g. Britain's imports of wine and other luxuries during the Bronze and Iron Ages Impact of Romans on lifestyle and consumption in Roman Britain – the Romans came to trade Anglo Saxon and Viking trade networks with the rest of the known world [e.g.: the Staffordshire Hoard, the Offa gold coin, the Sutton Hoo burial] 	<ul style="list-style-type: none"> make links between different countries and cultures [e.g.; Bronze Age in Shang China, Benin and Britain] explore the similarity of beliefs [e.g. Greek, Mayan, Egyptian sun myths] realise the impact and influence of the Ancient Greeks on life in Britain in Victorian times and today. 	<ul style="list-style-type: none"> realise (by studying the Slave Trade) that global trade is not new realise (by studying Empire, trade, the end of empire) that links between countries can create inequalities develop the ability to make links and see connections between different topics of history they have studied, and reach their own conclusions.

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Sustainability	<ul style="list-style-type: none"> use examples of significant historical events, people and places in their own locality to explore change within living memory. 	<ul style="list-style-type: none"> learn about the Ice Age and its impact on early settlement of Britain realise (using the example of the withdrawal of the Romans leading to the so-called 'Dark Ages' in Britain) that progress does not always happen in a straight line. 	<ul style="list-style-type: none"> explore the impact of climate change or over-use of resources in past societies and discuss the consequences, e.g. The end of Maya upland cities around 900AD – climate change and over-population, or over-exploitation of resources? The decline of the Indus Valley civilisation due to changes in rivers in the region. 	<ul style="list-style-type: none"> study the impact of the Black Death in Europe to explore the effects of depopulation (by studying the collapse of the Soviet Union and Eastern European communist regimes) explore issues such as economic mismanagement.

NB: The process of enquiry and critical thinking underlies all aspects of History in the National Curriculum.

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