

History Progression

Statutory content	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study : Ancient Egypt.</p>	<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (WWII)</p>	<p>The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</p>
	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
Chronological understanding	<ul style="list-style-type: none"> •Can they describe events and periods using the words: BC, AD, decade, century and ancient? •Can they describe events from the past using dates when things happened? •Can they use a timeline within a specific time in history to set out the order things may have happened? •Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> •Can they plot recent history on a timeline using centuries? •Can they place periods of history on a timeline showing periods of time? •Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> Can they use dates and historical language in their work? •Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? •Can they use their mathematical skills to work out exact time scales and differences as need be? 	<ul style="list-style-type: none"> •Can they say where a period of history fits on a timeline? •Can they place a specific event on a timeline by decade? •Can they place features of historical events and people from past societies and periods in a chronological framework?
Knowledge and interpretation	<ul style="list-style-type: none"> •Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? •Can they begin to picture what life would have been like for the early settlers? •Can they suggest why certain people acted as they did in history? •Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? •Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> •Can they explain how events from the past have helped shape our lives? •Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? •Do they recognise that the lives of wealthy people were very different from those of poor people? •Can they suggest why certain events happened as they did in history? 	<ul style="list-style-type: none"> •Can they describe historical events from the different period/s they are studying/have studied? •Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? •Do they appreciate that significant events in history have helped shape the country we have today? •Can they recognise that Britain has been invaded by several different groups over time? •Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? 	<ul style="list-style-type: none"> •Can they summarise the main events from a specific period in history, explaining the order in which key events happened? •Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? •Can they describe features of historical events and people from past societies and periods they have studied? •Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
Historical enquiry	<ul style="list-style-type: none"> •Do they recognise the part that archaeologists have had in helping us understand the past? •Can they use various sources of evidence to answer questions? •Can they use various sources to piece together information about a period in history? •Can they research a specific event from the past? •Can they use their 'information finding' skills to help them write about historical information? •Can they, through research, identify similarities and differences between given periods in history? 	<ul style="list-style-type: none"> •Can they research two versions of an event and say how they differ? •Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? •Can they give more than one reason to support an historical argument? •Can they describe a key event from Britain's past using a range of evidence from different sources? 	<ul style="list-style-type: none"> •Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? •Can they test out a hypothesis in order to answer a question? •Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 	<ul style="list-style-type: none"> •Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? •Can they identify and explain their understanding of propaganda?