

History

Key Stage 2 Progressive statements

Year Group	Prehistoric Britain <i>Changes in Britain from Stone age to Iron age</i>	Ancient Civilisations <i>Achievements of the earliest civilisations – overview and in depth study of one of the following Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</i>	Invaders Including Romans, Vikings and Anglo-Saxons <i>The Roman Empire and it's impact on Britain Britain's settlement by Anglo-Saxons and Scots - struggle for the Kingdom of England to the time of Edward the Confessor</i>	A non-European society that provides a contrast with British history <i>One chosen from Islamic civilization, Bagdad AD900, Mayan civilization AD 900 Benin West Africa AD900-1300</i>	Local History Study <i>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i> - a local history study
Year 3	<ul style="list-style-type: none"> • I can suggest suitable sources of evidence for historical enquiries. • I can give a broad overview of life in Britain from ancient until medieval times. • I can place events, artefacts and historical figures on a time line using dates. • I can use dates and terms to describe events • I can use evidence to ask questions and find answers to questions about the past. • I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	N/A	N/A	N/A	<ul style="list-style-type: none"> • I can use evidence to ask questions and find answers to questions about the past. • I can suggest suitable sources of evidence for historical enquiries. • I can describe different accounts of an historical event, explaining some of the reasons accounts may differ. • I can give a broad overview of life in Britain from ancient until medieval times. • I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • I can place events, artefacts and historical figures on a time line using dates. • I can use dates and terms to describe events • I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. • I can use appropriate historical vocabulary to communicate, including:

Year Group	Prehistoric Britain <ul style="list-style-type: none"> Changes in Britain from Stone age to Iron age 	Ancient Civilisations <p>Achievements of the earliest civilisations – overview and in depth study of one of the following Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</p>	Invaders Including Romans, Vikings and Anglo-Saxons <p>The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots - struggle for the Kingdom of England to the time of Edward the Confessor</p>	A non-European society that provides a contrast with British history <p>One chosen from Islamic civilization, Bagdad AD900, Mayan civilization AD 900 Benin West Africa AD900-1300</p>	Local History Study <p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> - a local history study
Year 4	N/A	N/A	N/A	<ul style="list-style-type: none"> I can use evidence to ask questions and find answers to questions about the past. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> I can use evidence to ask questions and find answers to questions about the past. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can suggest causes and consequences of some of the main events and changes in history. I can describe the social, ethnic, cultural or religious diversity of past society. I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. I can understand the concept of change over time, representing this, along with evidence, on a time line. I can use appropriate historical vocabulary to communicate, including: time period , era, change

Year Group	Prehistoric Britain <i>Changes in Britain from Stone age to Iron age</i>	Ancient Civilisations <i>Achievements of the earliest civilisations – overview and in depth study of one of the following Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</i>	Invaders Including Romans, Vikings and Anglo-Saxons <i>The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots - struggle for the Kingdom of England to the time of Edward the Confessor</i>	A non-European society that provides a contrast with British history <ul style="list-style-type: none"> • <i>One chosen from Islamic civilization, Bagdad AD900, Mayan civilization AD 900 Benin West Africa AD900-1300</i> 	Local History Study <i>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i> <ul style="list-style-type: none"> - a local history study
Year 5	N/A	N/A	<ul style="list-style-type: none"> • I can develop my own lines of enquiry as appropriate. • I can identify continuity and change in the history including the impact within our local region • I can identify periods of rapid change in history and contrast them with times of relatively little change. • I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • I can use original ways to present information and ideas. • I can select suitable sources of evidence, giving reasons for choices. • I can use sources of info to form testable hypotheses about the past. 	<ul style="list-style-type: none"> • I can use sources of evidence to deduce information about the past. • I can seek out and analyse a wide range of evidence in order to justify claims about the past. • I can understand that no single source of evidence gives the full answer to questions about the past. • I can describe the social, ethnic, cultural or religious diversity of past society. • I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • I can use appropriate historical vocabulary to communicate, including: Dates, time period, era, chronology, continuity, change, century, decade, legacy. • I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • I can use sources of evidence to deduce information about the past. • I can seek out and analyse a wide range of evidence in order to justify claims about the past. • I can understand that no single source of evidence gives the full answer to questions about the past. • I can refine lines of enquiry as appropriate. • I can identify continuity and change in the history of the locality of the school. • I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • I can use dates and terms accurately in describing events. • I can use appropriate historical vocabulary to communicate, including: Dates, time period, era, chronology, continuity, change, century, decade, legacy. • I can use literacy, numeracy and computing skills to a exceptional standard in order to

			<ul style="list-style-type: none"> I can give an educated overview of life in Britain and some major events from the rest of the world. 	<ul style="list-style-type: none"> I can use original ways to present information and ideas. I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<ul style="list-style-type: none"> communicate information about the past. I can use original ways to present information and ideas.
Year Group	<p>Prehistoric Britain</p> <p><i>Changes in Britain from Stone age to Iron age</i></p>	<p>Ancient Civilisations</p> <p><i>Achievements of the earliest civilisations – overview and in depth study of one of the following Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</i></p>	<p>Invaders Including Romans, Vikings and Anglo-Saxons</p> <p><i>The Roman Empire and it's impact on Britain</i> <i>Britain's settlement by Anglo-Saxons and Scots</i> <i>- struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p>A non-European society that provides a contrast with British history</p> <p><i>One chosen from Islamic civilization, Bagdad AD900, Mayan civilization AD 900 Benin West Africa AD900-1300</i></p>	<p>Local History Study</p> <p><i>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i> <i>- a local history study</i></p>
Year 6		<ul style="list-style-type: none"> I can compare some of the times studied with those of the other areas of interest around the world. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can describe the main 	<ul style="list-style-type: none"> I can refine lines of enquiry as appropriate. I can identify continuity and change in the history of the locality of the school. I can identify periods of rapid change in history and contrast them with times of relatively little change. 		

changes in a period of history (using terms e.g. social, religious, political, technological and cultural).

- I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy
- I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- I can use original ways to present information and ideas.
- I can select suitable sources of evidence, giving reasons for choices.
- I can use sources of info to form testable hypotheses about the past.
- I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- I can give a broad overview of life in Britain and some major events from the rest of the world.

- I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- I can use original ways to present information and ideas.
- I can select suitable sources of evidence, giving reasons for choices.
- I can use sources of info to form testable hypotheses about the past.
- I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- I can give a broad overview of life in Britain and some major events from the rest of the world.