

Skill Progression in History at Key Stage 1

National Curriculum	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>				
EQ	<p><b>Have I changed since I was born? What did my school and community look like before I was born?</b></p>				
Year 1	<p><b>Chronological understanding</b></p>	<p><b>Continuity and Change</b></p>	<p><b>Cause and Effect</b></p>	<p><b>Significance and Interpretation</b></p>	<p><b>Historical enquiry an investigation</b></p>
	<p>I can put images of myself in chronological/time order</p>	<p>I can say what has stayed the same and changed about me since I was born I can say what similarities and differences there are between my childhood with an older family member I can say what stayed the same and changed about my school from before I was born I can say what stayed the same and changed about my community from before I was born</p>	<p>I can say why my school changed and the effect this had I can say why my community changed and the effect this had</p>		<p>I can ask and answer questions about old and new objects. I can pick out old and new things in a picture. I can say what an object from the past might have been used for</p>
EQ	<p><b>Are my toys better than my grandparent's toys?</b></p>				
	<p><b>Chronological understanding</b></p>	<p><b>Continuity and Change</b></p>	<p><b>Cause and Effect</b></p>	<p><b>Significance and Interpretation</b></p>	<p><b>Historical enquiry an investigation</b></p>
Year 1	<p>I can place toys in chronological/time order</p>	<p>I can say that different toys are for different children I can say that toys can be made from different materials I can say what toys my grandparents played with I can say which toys my grandparents played with I play with too I can say that toys beyond my grandparents were played with</p>	<p>I can say how to tell if a toy is old</p>		<p>I can ask and answer questions about old and new objects. I can pick out old and new things in a picture. I can say what an object from the past might have been used for.</p>

EQ	Pablo Fanque and how circuses have changed over time				
	Chronological understanding	Continuity and Change	Cause and Effect	Significance and Interpretation	Historical enquiry an investigation
Year 1	I can put key events of Pablo Fanque's life in chronological/time order	I can say what has changed and stayed the same about animals in circuses I can say what has changed and stayed the same about performers' clothes in circuses	I can say how a poster tells you what you will see at a circus	I can say what a circus is I can say that Belle Vue used to be a circus I can say Pablo Fanque performed to Queen Victoria	I can ask and answer questions about old and new objects. I can pick out old and new things in a picture. I can say what an object from the past might have been used for.

Skill Progression in History at Key Stage 1

National Curriculum	Events beyond living memory that are significant nationally or globally.				
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.				
	Significant historical events, people and places in their own locality.				
EQ	<b>Did the construction of the Manchester to Liverpool Railway improve people's lives?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Ye	I can put key events of the structure of the Manchester to Liverpool Railway chronologically	I can say the continuity and changes in the types of transport used on the railway I can say the continuity and changes to railway transport globally	I can say why the Manchester to Liverpool railway was developed	I can say which was the first locomotive to be used on the Manchester to Liverpool railway I can say what is significant about the structure of the railway locally, nationally and globally	I can answer questions using different information – objects, books, the internet. I can investigate the life of a famous person/ event from the past
EQ	<b>Did Emmeline Pankhurst and the Suffragettes make a difference to women's lives?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Ye	I can put key events of the Suffragette movement in chronological order	I can say the continuity and changes after the creation of the Representation of the People Act 1918	I can say what the reasons for the creation of the Suffragette movement were and the strategies they used	I can say which people were key in the Suffragette movement and the impact they had I can say what significant impact the Suffragette movement had locally, nationally and globally I can say the impact World War 1 had on the success of the Suffragettes	I can answer questions using different information – objects, books, the internet. I can investigate the life of a famous person/ event from the past I can use sources to understand how people in history felt during the Suffragette movement

EQ	Are Sunny Lowry and Charlotte Cooper pioneers?				
	Chronological understanding	Continuity and Change	Cause and Effect	Significance and Interpretation	Historical enquiry an investigation
	<p>I can put key events of Sunny Lowry in chronological order</p> <p>I can put key events of Charlotte Cooper's life in chronological order</p>	<p>I can say what the continuity and changes of women's swimwear has been throughout the years</p> <p>I can say what the continuity and changes of swimming pools and equipment have been throughout the years</p> <p>I can say what the continuity and changes of women's tennis clothing has been throughout the years</p> <p>I can say what the continuity and changes of tennis equipment has been throughout the years</p>		<p>I can say why Sunny Lowry's and Alice Cooper's achievements make her a pioneer</p>	<p>I can answer questions using different information – objects, books, the internet.</p> <p>I can investigate the life of a famous person/ event from the past</p>

Skill Progression in History at Key Stage 2

National Curriculum	Changes from the Stone Age to Iron Age.				
	Achievements of the earliest civilisations				
EQ	<b>Was more achieved in the Bronze Age than the Stone Age?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 3	<p>I can say the Stone Age in Britain began around 10,000BC leading to the Bronze Age around 2500BC that ended around 800BC</p> <p>I can identify other civilisations existing at that time</p> <p>I can put key events during the Stone Age and Bronze Age in chronological order</p> <p>I can say that the Stone Age was split in to 3 periods: Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and Neolithic (new Stone Age)</p>	<p>I can say the continuity and changes in daily life from the Stone Age to the Bronze Age</p> <p>I can say the continuity and changes in society from the Stone Age to the Bronze Age</p>		<p>I can say what the achievements of people in the Stone Age are and compare these to the achievements of people in the Bronze Age</p> <p>I can say how these achievements impact our lives today</p>	<p>I can use investigation skills to find answers to specific historical questions in my learning on: The Stone Age, the bronze Age, the Iron Age and Indus Valley civilisation</p> <p>I can use sources to say what daily life was like in the Stone Age</p>
EQ	<b>Was the Iron Age more important than the Bronze Age?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 3	<p>I can say the Bronze Age began 2500BC leading to the Iron Age in 800BC to AD43</p> <p>I can identify other civilisations existing at that time</p> <p>I can say the key events during the Bronze Age and Iron Age and place these chronologically</p>	<p>I can say the continuity and changes in the daily life from the Bronze Age to the Iron Age</p> <p>I can say what the continuity and changes in society from the Bronze Age to the Iron Age</p>	<p>I can say what the achievements of people in the Bronze Age were and compare these to the achievements of people of the Iron Age</p>	<p>I can say who the Celts were.</p>	<p>I can use investigation skills to find answers to specific historical questions in my learning on: The Stone Age, the bronze Age, the Iron Age and Indus Valley civilisation</p> <p>I can use sources to find out what different civilisation thought about the Celts</p>

EQ	Did the Indus Valley Civilisation achieve more than the Bronze Age?				
	Chronological understanding	Continuity and Change	Cause and Effect	Significance and Interpretation	Historical enquiry an investigation
Year 3	<p>I can say the Indus Valley Civilisation began 2600BC until 1300BC and identify other civilisations existing at that time</p> <p>I can say the key events during the Indus Valley and place these chronologically</p> <p>I can locate the Indus Valley on a map</p>	<p>I can compare the society of the Indus Valley to the Prehistoric Period</p>		<p>I can say why rivers were important to the people of the Indus Valley</p> <p>I can say the achievements of the people in the Indus Valley and compare these to the people of the Prehistoric Period</p> <p>I can say how these achievements impact our lives today</p>	<p>I can use investigation skills to find answers to specific historical questions in my learning on: The Stone Age, the bronze Age, the Iron Age and Indus Valley civilisation</p> <p>I can use sources to compare daily life of the Indus Valley to the Prehistoric Period</p> <p>I can use sources to show how historians learnt of the Indus Valley civilisation</p>

Skill Progression in History at Key Stage 2

National Curriculum	Achievements of the earliest civilisations				
	The Roman Empire and it's impact on Britain				
	Ancient Greece, its achievements and their influence on the western world.				
EQ	<b>Did the Ancient Egyptian Civilisation achieve more than the Indus Valley Civilisation?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 4	I can say when Ancient Egypt began chronologically and identify other civilisations at that time I can say the key events during Ancient Egypt and place these chronologically	I can say the continuity and changes of housing in Ancient Egypt compared to other ancient civilisations I can say the continuity and changes of culture in Ancient Egypt compared to other ancient civilisations	I can say the achievements of the Ancient Egyptians and the impact these had on Britain today	I can say how historians learnt of the Ancient Egyptians I can say how the River Nile was important to the Ancient Egyptians	I can from my learning, understand that there are different ways to represent the past– objects, written sources, pictures, oral accounts. I can investigate life in the past using different sources of evidence e.g. in Ancient Egypt, Ancient Greece, and present my findings to an audience
EQ	<b>Did the Ancient Greek's achievements influence Britain?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 4	I can say Ancient Greece began in 1200BC until 146BC and identify other civilisations at that time I can identify Ancient Greece on a map I can say key events during Ancient Greece and place these chronologically	I can say the similarities and differences between daily life of people from Athens and Sparta I can say the continuity and changes of society in Ancient Greece compared to other ancient civilisations and the impact it had on Britain	I can say the reasons why Ancient Greece came to an end	I can say that Ancient Greece was split into 5 city states (Athens, Sparta, Corinth, Thebes and Delphi) I can identify the states on a map I can say the achievements of Ancient Greece and the impact this had on Britain I can say the role mythology played on Ancient Greek culture	I can from my learning, understand that there are different ways to represent the past– objects, written sources, pictures, oral accounts. I can investigate life in the past using different sources of evidence e.g. in Ancient Egypt, Ancient Greece, and present my findings to an audience.

EQ	Did the Romans improve Britain?				
	Chronological understanding	Continuity and Change	Cause and Effect	Significance and Interpretation	Historical enquiry an investigation
Year 4	<p>I can say the Roman Empire began 753BC until AD476 and identify other civilisations at that time</p> <p>I can say the key events during the Roman Empire and place these chronologically</p> <p>I can say the Roman Empire in Britain began AD43 until AD410</p> <p>I can say the key events during the Roman Empire in Britain and place these chronologically</p>	<p>I can say the similarities and differences between the daily life of a Roman soldier and a Celt in Britain</p> <p>I can say the continuity and changes in society from the Iron Age to Roman Britain</p>	<p>I can say the cause of the Roman invasion of Britain</p>	<p>I can say what an Empire is</p> <p>I can say that the Romans faced resistance from the Celts and the Picts</p>	<p>I can from my learning, understand that there are different ways to represent the past– objects, written sources, pictures, oral accounts.</p> <p>I can investigate life in the past using different sources of evidence e.g. in Ancient Egypt, Ancient Greece, and present my findings to an audience</p> <p>I can use sources to gain a picture of a historical figure.</p> <p>I can use sources to prove the Romans were in Britain</p> <p>I can use historical evidence to gain an understanding of why the Romans left Britain</p>

## Skill Progression in History at Key Stage 2

National Curriculum	Britain's Settlement by Anglo-Saxons and Scots. Struggle for power between the Saxons and Vikings. A non-European study				
EQ	<b>Were the Ancient Maya more advanced than the Romans?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 5	I can say when Ancient Maya began chronologically and identify other civilisations at that time I can say key events during Ancient Maya and place these chronologically	I can say the continuity and changes of housing of Ancient Maya and compare to the Romans I can say the continuity and changes of culture in Ancient Maya and compare to the Romans	I can say the achievements of the Ancient Maya and compare these to the Romans	I can say how historians learnt of the Ancient Maya	I understand that historical sources might reflect different viewpoints I can explain the arguments for and against different points of view, e.g. Were the Mayans primitive or civilised? Were the Vikings heathens? I can describe and explain what Anglo-Saxon/ Viking evidence tells us about their beliefs and their way of life
EQ	<b>Were the Anglo-Saxons just farmers?</b>				
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 5	I can say the Anglo Saxon period in Britain began in AD450 until AD1066 chronologically and identify other civilisations at that time I can say key events during the Anglo Saxon period in Britain and place these chronologically I can say why the Romans left Britain allowing the Anglo Saxons to invade	I can say the continuity and changes of society in the Anglo-Saxon period of history in Britain	I can say reasons for the Anglo Saxons invasion of Britain I can say why Sutton Hoo was a significant discovery	I can say that England was split in 7 kingdoms during the Anglo Saxon period (Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex) I can say the achievements of the Anglo Saxon period and the impact this had on Britain	I understand that historical sources might reflect different viewpoints I can explain the arguments for and against different points of view, e.g. Were the Mayans primitive or civilised? Were the Vikings heathens? I can describe and explain what Anglo-Saxon/ Viking evidence tells us about their beliefs and their way of life I can use sources to find evidence to prove the Anglo Saxons invaded Britain I can use sources to gain an understanding of daily life of and Anglo Saxon

EQ	Were the Vikings just vicious invaders?				
	Chronological understanding	Continuity and Change	Cause and Effect	Significance and Interpretation	Historical enquiry an investigation
Year 5	<p>I can say the Viking period in Britain began in AD793 until AD1066 and identify other civilisations at that time</p> <p>I can say key events during the Viking period in Britain and place these chronologically</p>	<p>I can say the continuity and changes of daily life of the Vikings compared to Anglo Saxons</p> <p>I can say the continuity and changes of society in the Viking period of history in Britain</p>	<p>I can say the causes and effects of Viking invasion of Britain</p>	<p>I can say the achievements of the Viking period and the impact this has had nationally and globally</p> <p>I can say who the kings of the Vikings were</p>	<p>I understand that historical sources might reflect different viewpoints</p> <p>I can explain the arguments for and against different points of view, e.g. Were the Mayans primitive or civilised? Were the Vikings heathens?</p> <p>I can describe and explain what Anglo-Saxon/ Viking evidence tells us about their beliefs and their way of life</p> <p>I can say how sources provide us with an opinion of a historical period</p> <p>I can use sources to understand a period of history</p>

Skill Progression in History at Key Stage 2

National Curriculum	A post-1066 study of a theme or aspect of British history that extends children's chronological understanding: Achievements of the earliest civilisations				
	<b>EQ</b>				
<b>How was Manchester affected in World War 2?</b>					
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 6	I can say the key events of World War 2 chronologically I can say key events of World War 2 in Manchester chronologically	I can say of other times in history after World War 2 where people or children have been evacuated and the reasons for this	I can say why Britain had to go to war I can say how propaganda was used in World War 2 I can say why Manchester was targeted during the Blitz I can say what a refugee is	I can say why children were evacuated in World War 2	I can identify and explain primary and secondary historical sources I can describe a key aspect of the past using a range of historical sources
<b>EQ</b>					
<b>Who are the forgotten soldiers of World War 2?</b>					
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>
Year 6	I can say which countries became involved in World War 2 chronologically and the reasons	I can say the continuity and changes made to countries/people who are not recognised for their efforts in World War 2 now	I can say the reasons why these countries/people were not recognised for their efforts in World War 2 I can say the achievements of individual soldiers that have not been recognised for their efforts in World War 2	I can say which countries/people have been recognised for their efforts in World War 2 I can say which countries/people have not been recognised for their efforts in World War 2	I can identify and explain primary and secondary historical sources I can describe a key aspect of the past using a range of historical sources
<b>EQ</b>					
<b>Did Early Islam influence Britain today?</b>					
	<b>Chronological understanding</b>	<b>Continuity and Change</b>	<b>Cause and Effect</b>	<b>Significance and Interpretation</b>	<b>Historical enquiry an investigation</b>

Year 6	<p>I can say Early Islam began AD570 until AD1258 and identify other civilisations at that time</p> <p>I can say the key events during Early Islam and place these chronologically</p> <p>I can say where Early Islam is on a map</p>	<p>I can say the continuity and changes of daily life in Early Islam compared to other civilisations at that time</p> <p>I can say the continuity and changes of society in Early Islam compared to other civilisations from the past</p>		<p>I can say why Baghdad was an important city</p> <p>I can say the achievements of Early Islam</p> <p>I can say which of these has affected us most today</p> <p>I can state why trade was important to Early Islam</p>	<p>I can identify and explain primary and secondary historical sources</p> <p>I can describe a key aspect of the past using a range of historical sources</p> <p>I can use sources to construct a visual representation</p>
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