

HISTORY PROGRESSION OF KNOWLEDGE AND SKILLS

STRAND	KS1		KS2			
Chronology			To include: *Stone Age to Iron Age; Romans; Anglo-Saxons; Vikings			
	Y1	Y2	Y3	Y4	Y5	Y6
	<p>*I can identify similarities and differences between periods.</p> <p>*I remember parts of stories and memories about the past.</p> <p>*I can use words to show the passing of time: old, new, earliest, latest, newest, oldest, modern, before, after.</p>	<p>*I can sequence people and events on a family tree and on a timeline.</p> <p>*I can order dates from earliest to latest on simple timelines.</p> <p>*I can sequence pictures from different periods.</p> <p>*I can describe memories and changes that have happened in their own lives.</p> <p>*I can use words and phrases such as new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p><u>Stone Age</u></p> <p>*I know how Britain has changed between the beginning of the stone age and the iron age.</p> <p>*I know the main differences between the stone, bronze and iron ages.</p> <p>*I know what is meant by 'hunter-gatherers'.</p> <p>*I can sequence events, artefacts or historical figures on a timeline.</p> <p>*I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p><u>Romans</u></p> <p>*I know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>*I know how the Roman occupation of Britain helped to advance British society.</p> <p>*I know how there was resistance to the Roman occupation and know about Boudicca.</p> <p>*I know about at least one famous Roman emperor.</p> <p><u>Anglo Saxons</u></p> <p>*I know how Britain changed between the end of the Roman occupation and 1066.</p> <p>*I know about how the Anglo-Saxons attempted to bring about law and order into the country.</p> <p>*I know that during the Anglo-Saxon period Britain was divided into many Kingdoms.</p> <p>*I know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</p> <p>*I can use a timeline to show where the Anglo-Saxons were in England.</p>	<p><u>Vikings</u></p> <p>I know where the Vikings originated from and can show this on a map.</p> <p>*I know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>*I know why the Vikings frequently won battles with the Anglo-Saxons.</p>	

CONSOLIDATION			<p>*I can identify similarities and differences between periods.</p> <p>*I can use words and phrases such as new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>*I know how Britain has changed between the beginning of the stone age and the iron age.</p> <p>*I can order dates from earliest to latest on simple timelines.</p> <p>*I can sequence events, artefacts or historical figures on a timeline.</p> <p>*I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>*I know how Britain changed between the end of the Roman occupation and 1066.</p> <p>*I can use a timeline to show where the Anglo-Saxons were in England.</p>	
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STRAND	KS2			
<p><u>Stand Alone Units</u></p> <p>Beyond 1066</p> <p>Ancient Ancients</p> <p>Ancient Greece</p>	<p>Y3</p> <p>Ancient Ancients</p> <p>Cover each of and then choose one to look at in depth:</p> <ul style="list-style-type: none"> *Ancient Egypt *Ancient Sumer *Indus Valley *Shang Dynasty 	<p>Y4</p>	<p>Y5</p> <p>Ancient Greece</p> <p>Greek life and influence on the Western World.</p>	<p>Y6</p> <p>Beyond 1066</p> <p>*An aspect or theme that takes pupils beyond 1066.</p> <p>Civilisations from 1000 years ago.</p> <p>Choose one of:</p> <ul style="list-style-type: none"> *Mayans *Islamic Civilisations *Benin Civilisation

<p>Civilisations from 1000 years ago</p>	<p><u>Ancient Egypt</u> *I know that there were some advanced civilisations in the world 3000 years ago and know that Britain was not one of them. *I know about, and can name, some of the advanced societies that were in the world around 3000 years ago. *I know about the key features of Ancient Egypt.</p>	<p><u>Ancient Egypt</u> *I know that there were some advanced civilisations in the world 3000 years ago and know that Britain was not one of them. *I know about, and can name, some of the advanced societies that were in the world around 3000 years ago. *I know about the key features of Ancient Egypt.</p>	<p><u>Ancient Greece</u> *I know some of the main characteristics of the Athenians and the Spartans. *I know about and can talk about the struggle between the Athenians and the Spartans. *I know about the influence the gods had on Ancient Greece. *I know about the link between Ancient Greeks and the modern Olympics. *I know at least five sports from the ancient Greek Olympics <u>The British Empire</u> *I know how Britain has had a major influence on the world.</p>	<p><u>Crime and Punishment</u> *I know about a theme in British History which extends beyond 1066 and explain why this was important in relation to British history. *I know how to place historical events and people from past societies and periods in a chronological framework.</p> <p><u>Islamic Civilisation</u> *I know about the impact that the Islamic civilisation had on the world. *I know why they were considered an advanced society in relation to that time period in Europe.</p>
<p>CONSOLIDATION</p>	<p>*I can identify similarities and differences between periods. *I can use words and phrases such as new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. *I can order dates from earliest to latest on simple timelines.</p>		<p>*I can order dates from earliest to latest on simple timelines. *I can sequence events, artefacts or historical figures on a timeline. *I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p>	<p>*I know about how the Anglo-Saxons attempted to bring about law and order into the country. *I know how the Roman occupation of Britain helped to advance British society. *I know that many of the early civilisations gave much to the world.</p>

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Local study	*significant historical events, people and places in their own locality.		*A local study linked to one of the periods of time studied under chronology; or *A local study that could extend beyond 1066.			
	Y1	Y2	Y3	Y4	Y5	Y6
	*I know the name of a famous person, or a famous place, close to where I live.	*I know the local area is different to the way it used to be a long time ago. *I can differentiate between things that were here 100 years ago and things that were not.	<u>Why was Alexandra Park built?</u> *I can identify some of the main people, aspects and events within a historical period. *I can talk about some historical events, issues, connections and changes.	<u>Who lives in a house like this?</u> *I can identify significant events and people. *I can recognise contrasts and trends within and across different time periods. *I know the lives of wealthy people were different from the lives of poorer people during this time.	<u>How was Oldham involved in the Peterloo massacre?</u> *I can explain how parliament makes decisions in England. *I can identify significant events and people.	<u>How was Oldham affected by World War 2?</u> *I know about a period of history that has strong connections to my locality and understand the issues associated with the period.
CONSOLIDATION			<u>Victorian Oldham</u> *I know that children's lives today are different to those of children a long time ago. The Park *I know the local area is different to the way it used to be a long time ago. *I can differentiate between things that were here 100 years ago and things that were not.	*I know how my locality has been shaped by what happened in the past. *I can talk about some historical events, issues, connections and changes.	*I know how my locality has been shaped by what happened in the past. *I can recognise contrasts and trends within and across different time periods. *I can sequence events, artefacts or historical figures on a timeline.	*I know how my locality has been shaped by what happened in the past. *I know about a period of history that has strong connections to my locality and understand the issues associated with the period.

STRAND	KS1		KS2			
Historical Enquiry Skills			Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.			
	Y1	Y2	Y3	Y4	Y5	Y6
	<p>*I can respond to simple questions about the past.</p> <p>*I can observe and handle evidence to ask simple questions about the past.</p>	<p>*I look carefully at pictures and objects to find information.</p> <p>*I can find answers and respond to simple questions about the past.</p> <p>*I can choose and select evidence and say how it can be used to find out about the past.</p>	<p><u>Victorian Oldham</u></p> <p>*I can research what it was like for children in a given period of history and present findings to an audience.</p> <p><u>Ancient Egypt</u></p> <p>*I can describe events from the past using dates of when things happened.</p> <p>*I know that many of the early civilisations gave much to the world.</p> <p><u>Stone Age</u></p> <p>*I know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p><u>Why was Alexandra Park built?</u></p> <p>*I know how my locality has been shaped by what happened in the past.</p>	<p><u>Romans</u></p> <p>*I know about the main events from a period of history, explaining the order of events and what happened.</p> <p><u>Anglo Saxons</u></p> <p>*I know how an event or events from the past has shaped our lives today.</p> <p>*I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p><u>Ancient Egypt</u></p> <p>*I can describe events from the past using dates of when things happened.</p> <p>*I know that many of the early civilisations gave much to the world.</p>	<p><u>Ancient Greece</u></p> <p>*I can summarise how Britain may have learnt from other countries and civilisations (historically and more recently).</p> <p>*I can draw an accurate timeline with different historical periods showing key historical events or lives of significant people.</p> <p><u>Vikings</u></p> <p>*I can research in order to find similarities and differences between two or more periods of history.</p> <p><u>The British Empire</u></p> <p>*I know about the impact that one period of history had on the world.</p> <p>*I know how Britain has had a major influence on the world.</p> <p><u>How was Oldham involved in the Peterloo massacre?</u></p> <p>*I know how the lives of wealthy people were different from the lives of poorer people.</p>	<p><u>Crime and Punishment</u></p> <p>*I know how crime and punishment has changed over a period of time.</p> <p><u>Islamic Civilisation</u></p> <p>*I know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p><u>How was Oldham affected by World War 2?</u></p> <p>*I can research to find answers to specific historical questions about their locality.</p>

<p>CONSOLIDATION</p>			<p><u>Victorian Oldham</u> *I look carefully at pictures and objects to find information. *I can find answers and respond to simple questions about the past. *I can choose and select evidence and say how it can be used to find out about the past.</p>	<p><u>Romans</u> *I know that many of the early civilisations gave much to the world. <u>Anglo-Saxons and Scots</u> *I know how historic items and artefacts have been used to help build up a picture of life in the past. <u>Who lives in a house like this?</u> *I know how my locality has been shaped by what happened in the past.</p>	<p><u>Vikings</u> *I know about the main events from a period of history, explaining the order of events and what happened. *I can use a timeline within a specific period of history to set out the order that things may have happened.</p>	<p><u>Islamic Civilisation</u> *I can draw an accurate timeline with different historical periods showing key historical events or lives of significant people.</p>
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