

History

Ashleworth C of E and Churcham Primary Schools Concepts and Skills Progression

Key Stage 2

Year A

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
<p><u>Autumn Term</u></p> <p>Ancient Egypt</p> <p>What were the greatest achievements of Ancient Egypt?</p>	<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events within Ancient Egypt, and use evidence to support my answers.</p>	<p>I can explain the concept of change over a long period of history and represent this with evidence.</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt, and use evidence in my answer.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>
<p><u>Summer Term</u></p> <p>The Romans</p> <p>How did the Roman empire impact Britain?</p>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can begin to explain the concept of change over time, when the Romans arrived in Britain</p>	<p>I can begin to describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can begin to describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can suggest suitable sources of evidence to find out about and can discuss the importance of people and events in time.</p>

Year B

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
<p><u>Autumn Term</u></p> <p>Stone Age to Iron Age</p> <p>How did daily life change in Britain from the stone age to the iron age?</p>	<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>I can use BCE</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest and evaluate causes and consequences of the main events within prehistory, such as agriculture, mining and migration, and use evidence to support my answers.</p>	<p>I can explain the concept of change over a long period of history, and represent this with evidence.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion.</p>
<p><u>Summer Term</u></p> <p>Ancient Maya</p> <p>What similarities and differences are there between the Maya civilization and England from the 8th-10th century?</p>	<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can use sources of information to form testable hypothesis about the past.</p>	<p>I can identify periods of rapid change in history and contrast them with time of relatively little change.</p> <p>I can explain the concepts of continuity and change over time.</p> <p>I can analysis why these changes happened using terms such as: social, religious, political, cultural and technological.</p>	<p>I can use appropriate vocabulary to compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs, attitudes and experiences of men, women and children.</p>

Year C

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
<p><u>Autumn Term</u></p> <p>The Anglo-Saxons and Vikings</p> <p>How did England change during the settlement of the Anglo-Saxons and Vikings?</p>	<p>I can use dates accurately in describing events and people.</p> <p>I can describe the main changes in a period of history. (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe causes of invasion in Britain and what the consequences were, and use multiple sources of evidence to support my answers.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p>I can use appropriate vocabulary to compare similarities and differences between Anglo-Saxon and Viking culture, and the present day.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p>
<p><u>Summer Term</u></p> <p>Ancient Greece</p> <p>What were the greatest achievements of the Ancient Greeks?</p>	<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece.</p>	<p>I can begin to explain the concept of change over time.</p>	<p>I can begin to describe some of the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time.</p>

Year D

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
<p><u>Autumn Term</u></p> <p>World War 2</p> <p>Why was the battle of Britain a significant turning point for the UK in WW2?</p>	<p>I can use dates and terms when describing events.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe some of the causes and consequences of World War 2, and use evidence to support my answers.</p>	<p>I can identify periods of rapid change in history.</p>	<p>I can compare and contrast key people/events/artefacts in history.</p>	<p>I can describe key features of the past, including ideas and beliefs.</p>
<p><u>Summer Term</u></p> <p>Crime and Punishment</p> <p>How has crime and punishment changed over time in Britain?</p>	<p>I can use dates and terms when describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can refine lines of enquiry as appropriate.</p> <p>I can use sources of evidence to deduce information about the past.</p>	<p>I can describe the social causes of crime and punishment.</p> <p>I can describe the consequences of crimes, and use evidence to support my answers.</p>	<p>I can identify changes in crime and punishment.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and differences in crime and punishments over time.</p> <p>I can compare the main changes in a period of history with the present day.</p>	<p>I can describe the characteristic features of the past, including ideas and beliefs.</p> <p>I can describe the social and cultural significance of a past society.</p>