

Overview of Progression in Historical Knowledge and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Kings, Queens and castles Technology Transport in Wigan (Local History Study) 	<ul style="list-style-type: none"> Famous Explorers Rights For All The Great Fire of London 	<ul style="list-style-type: none"> Stone age Bronze Age to Iron Age Ancient Egypt 	<ul style="list-style-type: none"> Trade in Wigan (Local History Study) Ancient Greece The Romans 	<ul style="list-style-type: none"> Anglos-Saxons and the Scots The Vikings Maya Civilization 	<ul style="list-style-type: none"> Crime and Punishment The British Empire World War II
Chronology	<p>Kings, Queens and Castles Place events and some artefacts on a timeline.</p> <p>Technology Place events and artefacts on a timeline.</p> <p>Transport in Wigan (LHS) Label timelines with words such as: past, present, older and newer.</p> <p>Recount changes that have occurred in my own life.</p>	<p>Famous Explorers Place explorative events on a timeline.</p> <p>Rights For All Place events on a timeline.</p> <p>Begin to use some dates where appropriate.</p> <p>The Great Fire of London Place events, artefacts and historical figures on a timeline.</p> <p>Use dates where appropriate.</p>	<p>Stone Age Place ages in order of time and understand the meaning of their names</p> <p>Bronze Age to Iron Age Place artefacts within their correct age.</p> <p>With support, I can use BCE.</p> <p>Ancient Egypt Place events, artefacts and historical figure on a timeline using dates.</p> <p>With support, use BCE and CE.</p>	<p>Trade in Wigan (LHS) Place historical events on a timeline using dates.</p> <p>Ancient Greece Place events, artefacts and historical figures on a timeline using dates.</p> <p>Use BCE and CE.</p> <p>The Romans Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>Anglo-Saxons and the Scots Use dates accurately in describing events.</p> <p>The Vikings Use dates accurately in describing events and people.</p> <p>Maya Civilization Use dates and terms accurately in describing events and people.</p>	<p>Crime and Punishment Use dates and terms accurately in describing events.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>The British Empire Use dates and terms accurately in describing events.</p> <p>Describe the main changes in a period of history.</p> <p>World War II Use dates and terms accurately in describing events.</p> <p>Describe the main changes in a period of history.</p>
Evidence and Interpretation	<p>Kings, Queens and Castles With support, observe or handle some evidence to ask questions about the past.</p> <p>Technology Observe or handle some evidence to ask questions and find answers to questions.</p> <p>Transport in Wigan (LHS) Look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>	<p>Famous Explorers With support, use evidence of explorers lives to ask questions about the past.</p> <p>Rights For All Observe or handle some evidence to ask questions and find answers to questions.</p> <p>The Great Fire of London Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>Stone Age Explain how we find prehistoric evidence.</p> <p>Bronze Age to Iron Age Observe evidence to ask about the past and come to conclusions based on what they have seen.</p> <p>Ancient Egypt Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Trade in Wigan (LHS) Suggest suitable sources for historical enquiry, with support.</p> <p>Ancient Greece Suggest suitable sources for historical enquiry.</p> <p>Begin to discuss the reliability of sources.</p> <p>The Romans Suggest more than one suitable source for historical enquiry.</p> <p>Begin to discuss the reliability of sources</p>	<p>Anglo-Saxons and the Scots Use sources of evidence to deduce information about the Anglo-Saxons and the Scots.</p> <p>The Vikings Use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>Discuss whether the evidence is reliable and explain why.</p> <p>Maya Civilization Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p>	<p>Crime and Punishment Analyse a wide range of evidence in order to justify claims about the past.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, refine lines of enquiry as appropriate.</p> <p>The British Empire Use sources of information to form conclusions about the past.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p> <p>World War II Use sources of information to form conclusions about the past.</p> <p>Explain that no single source of evidence gives the full answer to questions about the past.</p>
Cause and Consequence	<p>Kings, Queens and Castles Begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Technology Explain some reasons why certain technology was manufactured.</p> <p>Transport in Wigan (LHS) Discuss causes that lead to transport changing.</p>	<p>Famous Explorers Discuss the causes of exploring and what we found out from exploration.</p> <p>Rights For All Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p> <p>The Great Fire of London Explain the causes of the Great Fire of London and what the consequences were.</p>	<p>Stone Age Suggest causes and consequences of the main events within the Stone Age.</p> <p>Bronze Age to Iron Age Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>Ancient Egypt Suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>Trade in Wigan (LHS) Suggest cause and consequence of some of the main events in the history of trade in Wigan.</p> <p>Ancient Greece Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support answers.</p> <p>The Romans Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>Anglo-Saxons and the Scots Describe causes of invasion in Britain and what the consequences were.</p> <p>The Vikings Describe causes of invasion in Britain and what the consequences were.</p> <p>Maya Civilization Describe causes of events and their consequences in Ancient Maya.</p>	<p>Crime and Punishment Describe the social causes of crime and punishment.</p> <p>Describe the consequences of crimes.</p> <p>The British Empire Describe some of the causes and consequences of the events from The British Empire.</p> <p>World War II Describe some of the causes and consequences of World War 2.</p>
Change and Continuity	<p>Kings, Queens and Castles Compare monarchs using pictures from the past and present to describe changes and historical events</p> <p>Technology Describe how technology has changed and how it has continued over time.</p> <p>Transport in Wigan (LHS) Say which transport have stayed the same and which transport have changed overtime.</p>	<p>Famous Explorers Describe changes over a period of time.</p> <p>Rights For All Describe changes and the historical events they led to.</p> <p>The Great Fire of London Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>Stone Age With support, begin to explain the concept of change over a long period of history.</p> <p>Bronze Age to Iron Age With support, begin to explain the concept of change over a long period of history, suggesting reasons.</p> <p>Ancient Egypt Begin to explain the concept of change over a long period of history</p>	<p>Trade in Wigan (LHS) With support, explain the concept of change over time and represent this with evidence.</p> <p>Ancient Greece Explain the concept of change over time and represent this with evidence.</p> <p>The Romans Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence</p>	<p>Anglo-Saxons and the Scots Explain what changed and what continued over time when the Anglo-Saxons and the Scots settled in Britain.</p> <p>The Vikings Identify periods of rapid change in history.</p> <p>Explain what changed and what continued over time when the Vikings settled in Britain.</p> <p>Maya Civilization Identify periods of rapid change in history.</p>	<p>Crime and Punishment Identify changes in crime and punishment and analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>Use appropriate historical vocabulary to communicate change and continuity.</p> <p>The British Empire Identify changes due to The British Empire and analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p>

					Explain the concepts of continuity and change over time.	<u>World War II</u> Identify periods of rapid change in history and contrast them with times of relatively little change.
Similarity and Difference	<p><u>Kings, Queens and Castles</u> Compare the similarities and differences between different castles.</p> <p><u>Technology</u> Use pictures and film footage to find out about technology in the past compared to now.</p> <p><u>Transport in Wigan (LHS)</u> Compare transport using pictures from the past and present.</p>	<p><u>Famous Explorers</u> Use pictures and stories to find out about the past and compare different explorations.</p> <p><u>Rights For All</u> Use pictures, stories and film footage to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p><u>The Great Fire of London</u> Use artefacts and diary entries to compare similarities and differences.</p> <p>Identify some of the different ways the past has been represented.</p>	<p><u>Stone Age</u> Describe similarities and differences between the Stone Age.</p> <p><u>Bronze Age to Iron Age</u> Describe similarities and differences between the Stone Age, Bronze Age and Iron Age</p> <p><u>Ancient Egypt</u> Compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p><u>Trade in Wigan (LHS)</u> Compare the similarities and differences between past and present trade in Wigan.</p> <p><u>Ancient Greece</u> Describe the social, ethnic, cultural and religious diversity of the past.</p> <p><u>The Romans</u> Describe the social, ethnic, cultural and religious diversity of the past.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p><u>Anglo-Saxons and the Scots</u> Compare similarities and differences about the control of Britain between the Anglo-Saxon and the Scots.</p> <p><u>The Vikings</u> Compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p><u>Maya Civilization</u> Compare the similarities and differences between civilisations and cultures.</p>	<p><u>Crime and Punishment</u> Compare similarities and differences in crime and punishments over time.</p> <p>Compare the main changes in a period of history with the present day.</p> <p><u>The British Empire</u> Compare the main changes due to The British Empire with the present day.</p> <p><u>World War II</u> Use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>
Historical Significance	<p><u>Kings, Queens and Castles</u> Begin to talk about key events of a significant king/queen or castle.</p> <p><u>Technology</u> Describe and begin to talk about key events of a significant person/time.</p> <p><u>Transport in Wigan (LHS)</u> Compare key events of transport in our local area using pictures from the past and present.</p>	<p><u>Famous Explorers</u> Name significant explorers from the past.</p> <p><u>Rights For All</u> Describe significant people and events from the past and explain why they are important.</p> <p><u>The Great Fire of London</u> Describe significant people from the past and explain why they are important.</p> <p>Be able to name a monarch.</p>	<p><u>Stone Age</u> With support, suggest suitable sources of evidence to find out about significant people/places/events.</p> <p><u>Bronze Age to Iron Age</u> Suggest suitable sources of evidence to find out about significant people/places/events.</p> <p><u>Ancient Egypt</u> Suggest suitable sources of evidence for historical enquiries.</p> <p>Discuss the importance of people and events in time and the significant impact they had on British archaeological thought</p>	<p><u>Trade in Wigan (LHS)</u> Discuss the importance of people and events in time and the significant impact they had on trade.</p> <p><u>Ancient Greece</u> Discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove their discussion (with support).</p> <p><u>The Romans</u> Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove their discussion (with support).</p>	<p><u>Anglo-Saxons and the Scots</u> Describe the social and cultural significance of a past society.</p> <p><u>The Vikings</u> Describe the social and cultural significance of a past society.</p> <p><u>Maya Civilization</u> Describe the social and cultural significance of a past society.</p> <p>Describe the characteristic features of the past, including ideas and beliefs.</p>	<p><u>Crime and Punishment</u> Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>The British Empire</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>World War II</u> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>