



Rushbury C of E Primary School

History Skills and Knowledge Progression - Year A

Class	Term	Scheme of Work	Historical Enquiry	Historical Understanding	Chronological Understanding
Ticklerton	Autumn	Castles	I can use simple texts to find out about people and events of the past. • I can use photographs of castles to find out about the past.	I know that people fight battles to take control of a country. • I know that castles were built as fortresses and can explain why this was necessary. • I can suggest some actions a new monarch would need to take to make sure his crown was safe. • I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. • I can explain how uses for castles have changed over time.	I know when the Normans lived. • I can organise events into a simple timeline.
Ticklerton	Spring	Intrepid Explorers	<ul style="list-style-type: none"> • I know that we can find out about the past through stories and written records? • I can discuss how the events of the story may differ if told by the Taino people? Can children describe what a sea voyage was like in the 14th century? <ul style="list-style-type: none"> • I understand that we can use information in diaries to find out about the past? I understand that people's experience of, or feelings about, the same event can vary?	I can describe some of the places Ibn Battuta travelled to, the people he met and the things he saw? <ul style="list-style-type: none"> • I can use vocabulary related to the sequencing and passing of time? I can identify the similarities and differences between sea voyages then and now? I can describe the events of the moon landing? <ul style="list-style-type: none"> • I can consider how the astronauts felt during the Apollo11 mission? I can name and describe some of the technology we have today because of space exploration?	<ul style="list-style-type: none"> • I can talk about some differences between travel and exploration in the 14th century and travel now? • I can sequence or retell the events of Christopher Columbus's first voyage in chronological order? • I know what it means to compare and contrast? • I can identify and describe similarities and differences between time periods? • I can sort historical information accurately?

			<p>I can explain why the 1960s saw lots of research and development into new technology?</p> <p>I can consider the similarities and differences between modern explorers and those who lived further into the past?</p>	<p>I can describe some of the ways in which space exploration has had an impact on our lives today?</p> <p>I can describe some of the ways we explore today?</p> <p>I can talk about modern explorers and describe their achievements?</p>	
Ticklerton	Summer	Great fire of London	<ul style="list-style-type: none"> • I can use photographs and illustrations to compare London today with London in 1666. • I can use maps to explain some of the ways London has changed over time. • I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. • I can read extracts from Samuel Pepys diary and explain what they tell us about the fire. • I can distinguish between objects, writing and pictures as historical sources. 	<ul style="list-style-type: none"> • I can explain some of the ways in which London was different in 1666 to today. • I can explain the key events of the Great Fire of London. • I can explain some of the factors that made the Great Fire last so long and be so difficult to put out. 	<ul style="list-style-type: none"> • I know that the Great Fire of London took place in the Stuart period. • I can place the Great Fire of London on a timeline. • I can organise dated cards into a timeline of British history.
Gretton	Autumn	Pre historic Britain.	<ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a 	<p>I know what the term 'prehistory' means.</p> <ul style="list-style-type: none"> • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory 	<p>I can place the Stone Age, Bronze Age and Iron Age on a timeline.</p> <ul style="list-style-type: none"> • I know that prehistory spans millions of years.

			variety of sources to answer questions about the past.		
Gretton	Spring	Indus Valley	<p>I know that knowledge of the Indus Valley is limited to archaeological evidence because no one has been able to decode their writing. • I can match maps of the Indus Valley to photos of excavated remains.</p> <ul style="list-style-type: none"> • I can use photos of Indus Valley artefacts to infer information about the Indus Valley civilisation. • I can use reasoning and historical evidence to suggest reasons for the decline of the Indus Valley civilisation. 	<p>I can compare features of the Indus Valley civilisation with Stone Age and Bronze Age in Britain. • I know that the Indus Valley civilisation had four different eras and that each had different characteristics and developments. • I can name some Indus Valley settlements and explain their features.</p> <ul style="list-style-type: none"> • I can identify some key historical events that might have affected excavations of the Indus Valley sites. • I know that the Indus Valley developed the world's first sanitation systems. • I can describe some of the features of Indus Valley settlements. • I know that trading was very important to the Indus Valley civilisation. • I can describe some of the technological achievements of the Indus Valley, such as weighing scales. • I can explain some of the theories behind the collapse of the Indus Valley civilisation. 	<p>I can explain what BCE and CE mean on a timeline. • I can place the Indus Valley on a timeline. • I know that the Indus Valley civilisation took place at the same time as the Stone Age and Bronze Age in Britain.</p>
Gretton	Summer	Invaders and Settlers: Romans	<p>I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</p>	<p>I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded.</p>	<ul style="list-style-type: none"> • I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.

Stanway	Autumn	Who are the Ancient Greeks?	I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.	I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.	I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline.
Stanway	Spring	Kingdom of Benin	I know that oral histories can be corrupted over time and that they are not always objective. • I know that historians do not always agree on what an artefact was used for. • I can read oral histories to explore the Kingdom of Benin. • I can critically analyse oral histories about the Kingdom of Benin. • I can use increasingly complex historical texts to find out about	I know that very few artefacts survived from the Kingdom of Benin. • I know that most of what historians know about the Kingdom of Benin derives from stories. • I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. • I can describe some of the features of everyday life in the Kingdom of Benin. • I know that the slave trade was an important part of the economy in the Kingdom of Benin. • I can name some of the commodities that were imported and	I can place the Kingdom of Benin on a timeline. • I can place the different eras of the Kingdom of Benin on a timeline. • I can match the Kingdom of Benin to events happening in Britain at the same time. • I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers.

			<p>the past. • I am aware that historical sources should be analysed for their trustworthiness. • I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin.</p>	<p>exported from the Kingdom of Benin. • I can explain how the Benin army played an important part in the growth and development of the empire. • I can explain reasons why the Kingdom of Benin declined.</p>	
Stanway	Summer	Saxons V Vikings	<p>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</p>	<p>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. • I know who King Alfred was and why he was dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country.</p>	<p>I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras.</p>



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History Knowledge and Skills Progression - Year B

Class	Term	Scheme of Work	Historical Enquiry	Historical Understanding	Chronological Understanding
Ticklerton	Autumn	Famous Queens	I can use photographs and illustrations to help me find out about life in different periods. • I can use pictures to answer true or false questions about a time period. • I can match pictures to their correct time periods.	I know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married. • I know that traditionally the throne passed from father to son. • I know some of the features of life in the Tudor period. • I can explain some of the changes that took place under the rule of Queen Victoria. • I can compare aspects of British life in the Tudor, Victorian and modern periods.	I can identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline. • I can match dates a monarch reigned to the correct queen. • I can order dated events on a string timeline
Ticklerton	Spring	Homes in the past	I can use photographs to explore what the interiors of Victorian homes were like. • I can use photographs of objects to explore what daily life was like in Victorian times.	I know that houses built today are different from houses built a long time ago. • I can match houses to their time period. • I can explain how house designs have changed over time. • I know who Queen Victoria was. • I know that life was different in Victorian times to today because lots of things we	I recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods. • I know when the Victorian period was.

				use today hadn't been invented yet. • I can use illustrations to compare and contrast modern and Victorian homes. • I can name some objects found in a Victorian house that we no longer use today. • I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine.	
Ticklerton	Summer	Communication	I can use texts and images to help me find out about the past. • I can navigate a specifically designed website to find out historical information	I know that cavemen communicated with painted pictures and symbols on walls. • I know that the ancient Egyptians developed a writing system called hieroglyphics. • I can explain the people and events involved in the invention of the printing press, telegram, morse code, telephone and world wide web, and understand their impact. • I can compare the lives and achievements of William Caxton and Tim Berners-Lee.	I know that the ancient Egyptians lived thousands of years ago. • I can sort events and inventions in the history of communication on a timeline.
Gretton	Autumn	Anglo Saxons, Picts and Scots	I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use	• I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain	• I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain.

			<p>artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability.</p>	<p>some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain.</p>	
Gretton	Spring	Railway Revolution	<p>I can use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to. • I can use a graph showing the number of passengers using railways since 1830 to infer understanding. • I can read a newspaper article from 1863 to find out about the opening of the London Underground.</p>	<p>I can explain how people travelled before the Industrial Revolution, and some of the challenges this presented. • I can explain what the Industrial Revolution was and the impact it had on Britain. • I know how the Industrial Revolution increased the need for more efficient transportation. • I know that iron tracks were first used for horses and carts. • I know how developments during the Industrial Revolution allowed trains to develop. • I can explain how the railway changed people's lives in Britain. • I can explain when and why the London</p>	<p>I know when the Industrial Revolution took place. • I can explore key events on a timeline of the Industrial Revolution.</p>

				Underground was built. • I can explain how the London Underground changed the lives of people in London. • I can explain how electricity revolutionised Britain's railways.	
Gretton	Summer	Local Study - WW2 Children	I can use what I already know about WW2 to generate questions I want to find the answers to. • I can use photographs to suggest what has happened. • I can use photographs to infer understanding about what WW2 was like. • I can use propaganda to find out about life during the war. • I can read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war.	<ul style="list-style-type: none"> • I can explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place. • I can explain what the Blitz was, why it happened and what Britain did to defend itself. • I know what evacuation was and can explain some of the arguments for and against it. • I know what rationing was, why it was necessary and how it impacted people's lives. • I can identify foods that would and wouldn't have been available during WW2. • I know what the Holocaust was and who was targeted by the Nazis. • I know the story of Anne Frank. • I can suggest what life was like for ordinary people in Britain during WW2. 	<ul style="list-style-type: none"> • I know when the World Wars took place. • I can place both World Wars on a timeline.
Stanway	Summer	Medicine and Disease.	I know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated. • I can generate questions about an artefact and	I can explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries. • I can explain some of	<ul style="list-style-type: none"> • I can use my understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times. • I can place key historical periods on a timeline

			generate a hypothesis about what the object was used for.	the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc. • I can explain how attitudes towards health and disease have changed over time, and give reasons for this. • I can explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period. • I know that the NHS began in 1948 and that the Ministry of Health was set up in 1919. • I can explain many of the changes that were made to medical care in the 20th and 21st centuries. • I know that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated.	
Stanway	Spring	Local study – Charles Darwin			
Stanway	Summer	World at War	To investigate the causes of World War Two. To know about the different organisations and people who contributed to the war effort.	I can establish clear narratives within and across the periods they study. I understand how our knowledge of the past is constructed from a range of sources	I have a chronologically secure knowledge and understanding of British, local and world history. I can make connections, draw contrasts and analyse trends

			<p>To understand the impact of rationing during World War Two.</p> <p>To find out about the Blitz and the communities affected by it. To know about evacuation and its impact on the people involved.</p> <p>To understand the significance of the Holocaust.</p> <p>To use historical enquiry skills to research, and draw conclusions about, the past.</p>	<p>I can assess how and why contrasting interpretations of the past have been constructed</p> <p>I can develop the appropriate use of historical terms .</p> <p>I can address and devise historically valid questions about continuity and change, cause and consequence, similarity and difference, and significance</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>relating to different historical periods, contexts and events.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>