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**History Curriculum Progression Key Stage 2**

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| **CYCLE A** | LCC Question | **Where do mummies come from?** | | **Who or what is Skara Brae?** | | **Who makes the law?** | |
| Knowledge | **The achievements of the earliest civilizations**   * have an overview of where and when the first civilizations appeared. * have an understanding of Ancient Egypt society and religion. * know how and why the Ancient Egyptians are remembered. | | **Changes in Britain from the Stone Age to the Iron Age**   * know and understand the history of the British Isles * have a coherent, chronological narrative of Britain in pre-Roman times. * have knowledge of late Neolithic hunter-gatherers and early farmers. * understand Bronze Age religion, technology and travel, for example, Stonehenge * have a knowledge of Iron Age hill forts: tribal kingdoms, farming, art and culture | | **An aspect or theme in British history**   * know and understand the history of the British Isles. * have a coherent, chronological narrative of the development of law in Britain from 1066. * understand how aspects of crime and punishment have changed since 1066. | |
|  | **LKS2**   * I can understand that the past is divided into differently named periods of time. * I can use some dates to explain world history and place on a timeline using appropriate dates. * I can put artefacts or information in chronological order. * I can tell you a range of similarities and differences between different times in the past. * I can say how the past can be represented or interpreted in different ways. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to me answer them. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. | | **LKS2**   * I can understand that the past is divided into differently named periods of time. * I can use some dates to explain British history and place on a timeline using appropriate dates. * I can put artefacts or information in chronological order. * I can tell you a range of similarities and differences between different times in the past. * I can say how the past can be represented or interpreted in different ways. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to me answer them. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. * I can present information in a variety of ways using specialist terms. | | **LKS2**   * I can put artefacts or information in chronological order; * I can tell you a range of similarities and differences between different times in the past. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to help me answer them. * I can present information in a variety of ways using specialist terms. * I can use place value in the context of timelines. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. * I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain. | |
| **UKS2**   * I can demonstrate a coherent chronological narrative, knowledge and understanding of history of the wider world. * I can identify specific changes within and across different periods over a long arc of development. * I can devise my own historically valid questions. * I explain that the past can be represented or interpreted in many different ways and select relevant historical information. * I can use methods of historical enquiry and know how evidence is used to make historical claims. * I can represent the past using a range of historical information from a range of historical sources. * I can create my own structured accounts, including written narratives and analyses using key historical terms. | | **UKS2**   * I can demonstrate a coherent chronological narrative, knowledge and understanding of British history. * I can identify specific changes within and across different periods over a long arc of development. * I can devise my own historically valid questions. * I explain that the past can be represented or interpreted in many different ways and select relevant historical information. * I can use methods of historical enquiry and know how evidence is used to make historical claims. * I can represent the past using a range of historical information from a range of historical sources. * I can create my own structured accounts, including written narratives and analyses using key historical terms. | | **UKS2**   * I can confidently use maths skills when placing events in chronological order. * I can devise my own historically valid questions. * I understand the complexity of people’s lives in the past. * I understand how some societies are very different due to changes or challenges at the time. * I can represent the past using a range of historical information from a range of historical sources. | |
| Vocabulary | **LKS2**  ancient  civilisations  archaeology  achievements  chronology  comparison  similarities  differences  primary sources  secondary sources  reliability | **UKS2**  civilisation  archaeologists  artefacts  achievements  legacy  reign  millennium  comparison  primary evidence  secondary evidence | **LKS2**  archaeology  era  comparison  similarities  differences  prehistoric  evidence  primary sources  secondary sources reliability | **UKS2**  archaeologists  artefacts  achievements  millennium  comparison  primary evidence  secondary evidence | **LKS2**  modern  time period  century  decade  comparison  similarities  differences  significant impact  consequence  facts  opinion  influence | **UKS2**  period  era  century  decade  monarch  society  legacy  comparison  primary evidence  secondary evidence  consequences  impact  cause and effect  bias  point of view  objectivity  subjectivity |

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| **CYCLE B** | LCC Question | **Could you be the next Willy Wonka?** | | **Where does the Mersey go?** | | **Were the Romans really rotten?** | |
| Knowledge | **A non-European society study that contrasts with British history**   * have an understanding of Mayan society and religion. * know how and why the Mayans are remembered. * know how Mayan society was similar and different Britain.   . | | **An aspect or theme in British history**   * know and understand the history of the British Isles. * have a coherent, chronological narrative of the development of transport and trade in Britain from 1066. * understand a significant aspect in British history: the development of trade, through the expansion of docks and ship building. | | **The Roman Empire and its impact on Britain**   * know the extent of the Roman Empire by 42CE. * understand the reasons for the power of its army. * know about Roman invasions of Britain in 55-54 BCE and 43CE. * understand what is meant by the ‘Romanisation’ of Britain. * know about British resistance: Boudicca’s rebellion. * understand what happened when the Romans left Britain. | |
| Skills | **LKS2**   * I can understand that the past is divided into differently named periods of time. * I can use some dates to explain world history and place on a timeline using appropriate dates. * I can put artefacts or information in chronological order. * I can tell you a range of similarities and differences between different times in the past. * I can say how the past can be represented or interpreted in different ways. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to help me answer them. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. | | **LKS2**   * I can put artefacts or information in chronological order; * I can use place value in the context of timelines * I can tell you a range of similarities and differences between different times in the past. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to help me answer them. * I can present information in a variety of ways using specialist terms. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. * I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain. | | **LKS2**   * I can understand that the past is divided into differently named periods of time. * I can use some dates to explain British history and place on a timeline using appropriate dates. * I can tell you a range of similarities and differences between different times in the past. * I can say how the past can be represented or interpreted in different ways. * I can answer and sometimes devise my own historically valid questions. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. * I can present information in different ways using specialist terms. * I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain. | |
| **UKS2**   * I can demonstrate a coherent chronological narrative, knowledge and understanding of history of the wider world. * I can identify specific changes within and across different periods over a long arc of development. * I can devise my own historically valid questions. * I explain that the past can be represented or interpreted in many different ways and select relevant historical information. * I can use methods of historical enquiry and know how evidence is used to make historical claims. * I can represent the past using a range of historical information from a range of historical sources. * I can create my own structured accounts, including written narratives and analyses using key historical terms. | | **UKS2**   * I can confidently use maths skills when placing events in chronological order. * I can devise my own historically valid questions. * I understand the complexity of people’s lives in the past. * I understand how some societies are very different due to changes or challenges at the time. * I can represent the past using a range of historical information from a range of historical sources. | | **UKS2**   * I can demonstrate a coherent chronological narrative, knowledge and understanding of British history. * I can identify specific changes within and across different periods over a long arc of development. * I can devise my own historically valid questions. * I explain that the past can be represented or interpreted in many different ways and select relevant historical information. * I can use methods of historical enquiry and know how evidence is used to make historical claims. * I can represent the past using a range of historical information from a range of historical sources. * I can create my own structured accounts, including written narratives and analyses using key historical terms. | |
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| **CYCLE C** | LCC Question | **Who let the Gods out?** | | **Why are there air raid tunnels under Stockport?** | | **Why is Mickey Mouse important?** | |
| Knowledge | **Ancient Greece** –  An understanding of:   * Greek life and society. * the achievements of the ancient Greeks. * Ancient Greek influence on the western world. | | **A local history study – Stockport during WWII**   * know and understand the history of the British Isles. * have a coherent, chronological narrative of WWII. * understand the impact of WWII on British life and society. | | **An aspect or theme in British history**   * know and understand the history of the British Isles. * have a coherent, chronological narrative of the development of law in Britain from 1066. * understand a significant aspect in British history: leisure and entertainment in the 20th Century. | |
| Skills | **LKS2**   * I can understand that the past is divided into differently named periods of time. * I can use some dates to explain world history and place on a timeline using appropriate dates. * I can put artefacts or information in chronological order. * I can tell you a range of similarities and differences between different times in the past. * I can say how the past can be represented or interpreted in different ways. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to me answer them. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement | | **LKS2**   * I can put artefacts or information in chronological order; * I can use place value in the context of timelines. * I can tell you a range of similarities and differences between different times in the past. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to help me answer them. * I can present information in a variety of ways using specialist terms. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. * I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain. | | **LKS2**   * I can put artefacts or information in chronological order; * I can use place value in the context of timelines. * I can tell you a range of similarities and differences between different times in the past. * I can answer and sometimes devise my own historically valid questions. * I can use one or more source of information to help me answer them. * I can present information in a variety of ways using specialist terms. * I can think critically, weigh evidence, sift arguments, and develop perspective and judgement. * I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain. | |
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| **CYCLE D** | LCC Question | **Is Stockport full of mad hatters?** | | **Is there anybody out there?** | | **Were the Vikings always victorious?** | |
| Knowledge | **A local history study – the hatting industry in Stockport during the Victorian era**   * know and understand the history of the British Isles. * have a coherent, chronological narrative of the development of industry in Britain from 1066. * understand the impact of the hatting industry and industrialisation on Stockport. | | **An aspect or theme in British history**   * know and understand a significant turning point in the history of the British Isles and the wider world. * have a coherent, chronological narrative of the development of space technology in Britain and the wider world. * understand a significant aspect in British and world history: space technology and the space race and its impact on Britain and the wider world. | | **The Anglo-Saxon and Viking invasions of Britain to 1066.**   * *understand what happened when the Romans left Britain.* * *know the subsequent invasions by the Scots, the Anglo-Saxons and the Vikings.* * *know about the Anglo-Saxon impact on British Life, eg settlements, religion, culture, art, society.* * *know about the Viking raids and the impact on life in Britain* * *understand how resistance to the Vikings shaped Britain until the Norman invasion in 1066.* | |
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