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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.
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|  | **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.
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* 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.
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* 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.
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| **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.
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* 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.
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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.
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* 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.
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* I can present information in a variety of ways using specialist terms.
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* 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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* I can present information in different ways using specialist terms.
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| **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.
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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.
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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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