

Our Lady of Perpetual Succour Catholic Primary School

History Progression Map



History I Can Statements								
	Year 3		Year 4		Year 5		Year 6	
	I Can Statements	Lesson Objectives	I Can Statements	Lesson Objectives	I Can Statements	Lesson Objectives	I Can Statements	Lesson Objectives
Range and depth of Historical knowledge	<p>I can find out about everyday lives of people.</p> <p>I can compare life in the past with our life today.</p>	<p>I can compare and contrast cultures of Ancient Greece (Athens v Sparta).</p> <p>I can describe the lasting legacy of the Ancient Greeks.</p> <p>I can describe and compare what life was like in the stone age, bronze age and iron age. (Housing, education, religious beliefs, crime and punishment, social structure.)</p>	<p>I can use evidence to reconstruct life in time studied</p> <p>I can identify key features and events of time studied.</p> <p>I can look for links and effects in time studied</p> <p>I can offer a reasonable explanation for some events.</p>	<p>I can describe how Industry has changed in Widnes and its significance in the locality.</p> <p>I can compare life in Roman times to that of the Ancient Greeks. (Housing, education, religious beliefs, crime and punishment, social structure.)</p> <p>I can describe what remains of the Romans in Britain today.</p> <p>I can write about how Britain became Christian.</p>	<p>I will study different aspects of different people – and identify differences.</p> <p>I will examine causes and results of great events and the impact on people.</p> <p>I can compare life in early and late 'times' studied</p> <p>I can compare an aspect of life</p>	<p>I can examine the causes and results of WW2 and the impact on people.</p> <p>I can describe rationing and the part it played in WW2 using primary and secondary sources.</p> <p>I can find out why the Battle of Britain was a significant turning point in British History.</p>	<p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>I can compare beliefs and behaviour with another time studied.</p> <p>I know key dates, characters and events of time studied.</p>	<p>I can describe how Widnes and Liverpool changed during the Industrial Revolution.</p> <p>I can show how life changed because of the Industrial revolution.</p> <p>I can find out about beliefs of the Maya people. (Maya Gods)</p> <p>I can find out about how the Maya lived and compare it to our own way of life (Housing, education, religious beliefs,</p>

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	<p>I can identify reasons for and results of people's actions and U understand why people may have wanted to do something.</p>	<p>I can show how technology, lifestyle and culture changed from the Stone Age to the Iron Age.</p> <p>I can learn about life in the past for Victorian families and compare this with our life today. (Housing, education, religious beliefs, crime and punishment, social structure.)</p> <p>I can learn about the lives of significant individuals of the Victorian Era (Dr Barnardo, William Morris, Queen Victoria)</p>		<p>I can describe how the Anglo-Saxons settled at the end of the Roman occupation</p> <p>I can describe where people invaded from during the Anglo-Saxon Era. (Scots)</p> <p>I can compare Anglo Saxon life to the Romans (Housing, education, religious beliefs, crime and punishment, social structure.)</p>	<p>with the same aspect in another period.</p>	<p>I can describe changes from the beginning to the end of the Egyptian era.</p> <p>I can research what life was like for the Egyptian people and compare it to that of the Greeks. (Housing, education, religious beliefs, crime and punishment, social structure.)</p> <p>I can make comparisons between canals in the past and canals today.</p> <p>I can explain what aqueducts are and how they revolutionised the canal system.</p>	<p>crime and punishment, social structure.</p> <p>I can compare beliefs of Vikings and those of the Anglo-Saxons</p> <p>I can understand how the Vikings stayed in England and why their legacy is so significant.</p>
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		I can write about how the Victorian era has impacted on Britain today.				I can compare Roman aqueducts to aqueducts that are still around today.		
Chronological Understanding	<p>I can place key events on a time line.</p> <p>I can use dates and terms related to my topics.</p> <p>I can sequence several events or artefacts.</p>	<p>I can place key events for Ancient Greece on a timeline.</p> <p>I can place the stone age, bronze age and iron age on a timeline and compare them.</p> <p>I can place key events in the Victorian Era on a timeline and use dates and terms related to my topic.</p>	<p>I can place events from period studied on time line.</p> <p>I can use terms related to the period and begin to date events.</p> <p>I can understand more complex terms eg BC/AD.</p>	<p>I can place key events in Widnes' History on a timeline.</p> <p>I can create a timeline of the life of Harold Godwinson</p> <p>I can identify key features and events of the Roman Invasion of Britain and place events on timeline in relation to the Greeks (BC/AD).</p>	<p>I can identify and sequence key events of time studied.</p> <p>I can use relevant terms and period labels.</p> <p>I can make comparisons between different times in the past</p>	<p>I can identify and sequence the key events of WW2.</p> <p>I can compare the timelines of the Egyptians Greeks and Romans</p> <p>I can show the different dynasties of Ancient Egypt on a timeline.</p> <p>I can identify and sequence key events in the history of the canal system.</p>	<p>I can place the reign of the Vikings on time line in relation to other studies.</p> <p>I can use relevant dates and terms.</p> <p>I can sequence up to 10 events on a timeline.</p>	<p>I can make a timeline to show key events of the Industrial Revolution.</p> <p>I can create a timeline of key dates in the Viking era and compare it to the Maya.</p>

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<p>Historical Enquiry</p>	<p>I can use a range of sources to find out about a period.</p> <p>I can select and record information relevant to the study</p> <p>I will begin to use the library and internet for research.</p> <p>I can observe artefacts, pictures to help me find out about a period.</p>	<p>I can find out about the culture of Athens: Housing, education, religious beliefs, crime and punishment, social structure.</p> <p>I can find out about the culture of Sparta: Housing, education, religious beliefs, crime and punishment, social structure.</p>	<p>I can use evidence to build up a picture of a past event.</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p> <p>I can ask a variety of questions about different times studied.</p> <p>I will use the library and internet for research.</p>	<p>I can compare photographs of Widnes though the ages.</p> <p>I can use census to compare how jobs have changed in Widnes in the past 200 years.</p> <p>I can research historically significant places in Halton.</p> <p>I can choose relevant material to present a picture of one aspect of life in Roman times (Boudicca and the Roman invasion).</p>	<p>I can begin to identify primary and secondary sources</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can research and select relevant sections of information.</p> <p>I can use the library and internet for research with increasing confidence.</p>	<p>I can identify and compare primary and secondary sources.</p> <p>I can use primary and secondary sources to find out about life for evacuees.</p> <p>I can compile knowledge gathered from several sources together to build up an account of the discovery of the tomb of Tutankhamun.</p> <p>I can research the building of the Anderton boat lift.</p> <p>I can use a range of sources to find</p>	<p>I can use a range of sources to find out about an aspect of time past</p> <p>I can compile knowledge gathered from several sources together to build up an account of a topic.</p> <p>I can recognise primary and secondary sources.</p>	<p>I can research what life was like for children during Industrial revolution.</p> <p>I can compile knowledge gathered from several sources to find out about Maya ball games</p> <p>I can use primary and secondary sources to write about Viking raids.</p> <p>I can use primary and secondary sources of sources to write</p>
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		I can use pictures and artefacts to learn about Victorian toys and compare them to toys from our life today.				out about James Brindley or Thomas Telford and why they are significant pioneers of canals.		about how England resisted Viking settlement and invasion
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