



'Let your light shine... as you grow'

Subject Leader Skills Progression	
Subject: History	Subject Leader: Louise Robinson

An Early Years Historian

- I can talk about the lives of people around me and their roles in society.
- I know some of the similarities and differences between things in the past and now, the present, drawing on individual experiences and what has been read in class.
- I can understand the past through settings, characters and events in books, the news and through storytelling.

A Year 1 Historian

Changes within living memory – Reveal aspects of a change in national life - **Shops**

Significant historical events, people and places in their own locality

Saffron Walden Castle, Mazes/Bridge End Gardens

- I can start to understand how the way we live has changed through learning about the lives of significant individuals (Black History Month)
- I can use 'then, now, old, new, a long time ago' to describe when events occurred.
- I can order events on a time line (3D objects/sequential pictures)
- I can explain the differences between past and present in my life and that of other children from a different time in history.
- I can talk about an important historical event that happened in the past
- I can ask questions about old and new objects.
- I can find out things about the past by talking to an older person.

A Year 2 Historian

Changes Beyond Living Memory - Events with a national and global impacts: **Railways**

Life of a Significant Individual who have contributed to national and international achievements. Topic to enable the comparison aspects of life in different periods:

Nursing (Seacole, Nightingale, Cavell)

- I can start to understand how the way we live has changed through learning about the lives of significant individuals
- I can use phrases such as; before, after, past, present, then and now
- I can sequence artefacts on a timeline
- I can begin to discuss the effectiveness of sources (*nursing*)
- I can compare artefacts and identify their similarities and differences.
- I can compare the lives of individuals from the past.
- I can answer questions using books and the internet

A Year 3 Historian

Changes in Britain from the Stone Age to the Iron Age:

Late Neolithic, Bronze Age, Iron Age (analysis of farming/settlement/religion, kingdoms, technology and travel)

The achievements of earliest civilizations:

An in-depth study of Ancient Egypt.

- I can start to understand how the way we live has changed through learning about the lives of significant individuals (Black History Month)
- I can place times studied on a timeline
- I can sequence events or artefacts
- I can use dates related to the passing of time.
- I can find out about everyday lives of people in the time period studied and compare it with our lives today.
- I can identify reasons for and results people's actions and understand why people



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<ul style="list-style-type: none"> I can begin to identify different ways to represent the past (e.g. photos, drama role play, stories, websites). I can use a range of sources to find out characteristic features of the past. 	<ul style="list-style-type: none"> I can ask my own questions about the past and suggest ways to answer these. I can research the life of a famous person from the past using different sources of evidence I can recount some interesting facts from an historical event (the development of railways) I can find out more about a famous person from the past and carry out some research on him or her. 	<p>may have had to do something (including Black History Month)</p> <ul style="list-style-type: none"> I can distinguish between different sources and evaluate their usefulness I can use a range of sources to find out about a period. I can think of my own questions to ask about the past. I can select and record information relevant to the topic and to show my understanding (discussions, pictures, writing, annotations, drama)
<p>A Year 4 Historian</p>	<p>A Year 5 Historian</p>	<p>A Year 6 Historian</p>
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The Roman Empire and its impact on Britain – Invasion, Resistance (Boudica) and ‘Romanisation’ of Britain.</p> <ul style="list-style-type: none"> I can start to understand how the way we live has changed through learning about the lives of significant individuals (Black History Month) I can place events from a period studied on a time line. I can use terms related to the period and begin to date events. I can understand more complex terms e.g. BCE/AD 	<p>Britain’s Settlement by Anglo Saxon and Scots - Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne ,</p> <p>Local History Study: Saffron Walden from the Domesday book to today – A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <ul style="list-style-type: none"> I can start to understand how the way we live has changed through learning about the lives of significant individuals (Black History Month) I can place my current topic area on a timeline in relation to other periods. 	<p><u>A study of an aspect or theme in British history that extends chronological knowledge beyond 1066:</u></p> <p>Medicine from Anglo Saxons to the present day.</p> <p><u>A non European society that provides contrast with British history:</u></p> <p>An in-depth study of Mayan civilization AD900.</p> <ul style="list-style-type: none"> I can start to understand how the way we live has changed through learning about the lives of significant individuals (Black History Month) I can study an ancient civilization in detail (Mayan) and compare and contrast it with another ancient civilisation (A. Egypt)



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- I can identify key features and events in a time period
- I can look for links and effects in time studied.
- I can offer a reasonable explanation for some events.
- I can identify and give reasons for different ways in which the past is represented.
- I can ask a variety of questions.
- I can use computers to research and begin to question the validity of sources on the Internet.

- I can explain and sequence key events of periods that I have studied.
- I can make connections and comparisons between my current learning and previous topics.
- I can make comparisons between different times in history.
- I can compare the lives of different types of people from the same period studied (gender/race/class etc.)
- I can compare an aspect of life with the same aspect of life but from a different time period.
- I can examine causes and results of significant events and the impact this had on people.
- I can compare accounts of events from different sources – both factual and fictitious – and offer some reasons for different versions of events.
- I can begin to identify primary and secondary sources.
- I can describe how our locality has changed over time.

- I can place my current topic area on a timeline in relation to other periods.
- I can use relevant dates and terms.
- I can sequence up to 10 events on a timeline.
- I can find out about beliefs, behaviour and characteristics of people and understand not all shared the same views and feelings.
- I can compare beliefs and behaviour with another period studied.
- I can write an explanation of a past event using evidence to support and illustrate my argument of cause and effect.
- I know key dates, characters and events of the time period studied
- I can recognise primary and secondary sources.
- I can suggest effective ways to research an area of study.
- I can consider ways of checking the accuracy of interpretations (fact/fiction/opinion).
- I am aware different evidence can lead to different conclusions.