

Significance Cont...	Settlement	Invasion	Rulership	Trade	Resistance	Crime & Punish...	Health / Fertility	Belief
Can I explain why different sources of evidence are of different <b>significance</b> considering those that are / are not trust-worthy?	What is the relationship between farming and the development of <b>communities in settlements</b> ?	How did the development of iron <b>progress</b> <b>invasion</b> techniques?	In Ancient Greece, did all city states agree on how Greece should be <b>ruled</b> ?	Was <b>trade</b> important in Stone Age Britain?	Which countries became part of the Roman Empire? Was here any <b>resistance</b> to this?	How was <b>crime punished</b> in Ancient Sparta? How does this <b>compare</b> with Ancient Athens? Why might this be? What sources of evidence can you use to support your thinking?	What is the <b>legacy</b> of Roman invasion? Hygiene / <b>health</b>	Look at a range of artefacts and artwork depicting daily life in Ancient Greece. What clues can we find about <b>beliefs</b> ?
Why did Henry VIII want a male heir? Why was <b>fertility</b> so important? How does it compare to today? Is it <b>significant</b> ?	How did <b>settlement</b> develop in Britain throughout the Stone Age? How did people in Palaeolithic times make shelters as homes?	What was Britain like before the Roman <b>invasion</b> ?	How did life in Britain change ( <b>progress</b> ?) under Roman <b>rule</b> ?	What was the slave <b>trade</b> and when did it begin? <b>Enquiry</b> : Did slave traders value human life?	Why did Boudicca rebel against the Romans and <b>resist</b> their rule? What were the consequences of Boudicca's rebellion?	What sorts of <b>crimes</b> were committed in Ancient Rome. Why? How was <b>crime punished</b> in Ancient Rome?	How did the <b>health</b> of the <b>rich and poor</b> in Tudor times compare to those in Anglo-Saxon times?	What evidence remains of life in Anglo-Saxon Britain? What can this tell us about Anglo-Saxon Art and Culture? ( <b>Beliefs</b> )?
Who was George Stephenson? What is the Rocket? Why is it <b>significant</b> to our local area?	Can I produce a written account to explain the differences between the city states/ <b>settlements</b> of Athens and Sparta?	Why did the Romans <b>invade</b> Britain in 43AD? Who was the <b>Ruler</b> at this time?	How was Anglo-Saxon Britain <b>ruled</b> ? Why was there more than one king? Were all the Kingdoms united?	How did the location of Liverpool influence its <b>significance</b> in the slave trade?	If Alfred was Great, was Æthelstan an even greater <b>ruler</b> ? How did his approach to <b>resistance</b> compare with Alfred the Great?	How did Anglo-Saxons <b>punish crime</b> ? How does this <b>compare</b> to the Romans?	Why was the River Nile, with its <b>fertile</b> land so important for <b>settlement</b> and <b>farming</b> in Ancient Egypt?	Can I compare the <b>beliefs</b> of the Ancient Egyptians to the <b>beliefs</b> of the Vikings and Anglo-Saxons?
How is the building of the railway and motorway <b>significant</b> to our local area. (land use and settlement)?	What is the <b>legacy</b> of Roman invasion? <b>Settlements</b> /towns / roads? How is this evident in our locality?	What is the <b>significance</b> of Hadrian's Wall in the Roman <b>invasion</b> of Britain?	If Alfred was Great, was Æthelstan an even greater <b>ruler</b> ? How did his approach to <b>resistance</b> compare with Alfred the Great? How did his contribution shape England? Who was Æthelred the Unready? What happened after his death when Edmund Ironside took the throne? How did this impact on <b>rulership</b> ?	How did <b>trade</b> evolve from the stone age to the time of the Ancient Greeks?	How did Henry VIII change the face of religion ( <b>belief</b> ) in the UK? Was there <b>resistance</b> to the changes?	How was <b>crime punished</b> in Britain during Tudor times? How does it compare to Anglo Saxons and today?	Why did Henry VIII want a male heir? Why was <b>fertility</b> so important? Is it <b>significant</b> ?	How did Henry VIII change the face of religion ( <b>belief</b> ) in the UK? Was there <b>resistance</b> to the changes?
Who were the Maya? How did their civilisation rise?  What key events were <b>significant</b> to the Maya?	What lasting impact did the Roman <b>invasion</b> and <b>settlement</b> have on Britain?	What lasting impact did the Roman <b>invasion</b> and <b>settlement</b> have on Britain?	How did Canute win the throne? How long did the Danes maintain <b>rulership</b> ? Who was Edward the Confessor? Why was his reign significant? What impact did his death have on <b>rulership</b> ?	Explain the differences between the city states/ <b>settlements</b> of Athens and Sparta considering how geography impacted on <b>trade</b> ? How does <b>trade</b> compare to trade in the Stone Age?	What was the Battle of Britain? Can I order key events? What <b>resistance</b> did Britain.	How was <b>crime punished</b> by the Maya? How does this compare to the Ancient Egyptians and Ancient Greeks?		How did the change in religious <b>beliefs</b> affect the lives of Mary and Elizabeth? Where some people persecuted? What is its <b>legacy</b> today?
	Where did the Angles, Saxons, Jutes, Scots and Frisians come from? How far did they travel to get to Britain? Where did they <b>settle</b> ?	Where did the Angles, Saxons, Jutes, Scots and Frisians come from? Why did they <b>invade</b> Britain and move away from where they were born? Where else did they go?	<b>Enquiry</b> : Who were Nefertiti & Tutankhamun? Use evidence and artefacts to construct claims about who they were, how did they <b>ruled</b> Ancient Egypt and what affect they had on <b>humanity</b> ?	How did the Viking ability to sail influence their <b>trade</b> links?  How did Viking <b>trade</b> compare to Roman <b>trade</b> ?		What do we mean by <b>crime and punishment</b> ? What have been some of its main features over time? What have been some of the main changes to the types of <b>crime</b> committed?		Can I explain the mummification process in detail and its <b>significance</b> in Ancient Egypt <b>belief</b> ? I can explain why the Ancient Egyptians were so fascinated by mummification.
	Why did the Vikings <b>invade</b> Britain? Where did they come from? How far did they travel to get to Britain? Where did they <b>settle</b> ?	Were Vikings really brutal <b>invaders</b> ? Did they meet any <b>resistance</b> ? How far can we trust surviving evidence about the Saxons and Vikings?	Who was Henry VIII? How did Henry VIII become <b>ruler</b> ? Who were the Tudor monarchs?	How did <b>beliefs</b> of Mayan civilisation compare to that of the Ancient Egyptians and Ancient Greeks with regard to culture, <b>rulership</b> , <b>trade</b> , and worship?		<b>Enquiry</b> : How and why have <b>punishments changed over time</b> ? How have our views about <b>crime</b> changed over time?		How did <b>beliefs</b> of Mayan civilisation compare to that of the Ancient Egyptians and Ancient Greeks with regard to culture, <b>rulership</b> , <b>trade</b> , and worship?
	Why was the River Nile, with its <b>fertile</b> land so important for <b>settlement</b> and <b>farming</b> in Ancient Egypt?	Who was Alfred the Great? What did he do to resist Viking <b>Invasion</b> ? What was Danelaw? How did this contribute to stability? What was the danegeld and why pay it?	How did <b>beliefs</b> of Mayan civilisation compare to that of the Ancient Egyptians and Ancient Greeks with regard to culture, <b>rulership</b> , <b>trade</b> , and worship?			Over time, which have been the main types of <b>crime</b> that have been most worrying? Written Narrative: How has crime, and the way it is punished, evolved over time? How have attitudes changed?		
	How is the building of the railway and motorway <b>significant</b> to our local area. (land use and settlement)?	Which countries were <b>invaded</b> ? WW2  What <b>sacrifices</b> did people						

Significance	Legacy	Progression	Exploration	Humanity	Community	Comparison
Who is Mary Anning? Why is she <b>significant</b> ? What did she discover?	Why did Mary Anning not get credit for her discoveries until recently? What is her <b>legacy</b> ?	How has transport changed and <b>progressed</b> over the years? Which are no longer used? Which have <b>adapted &amp; progressed</b> ?	When did space <b>exploration</b> begin? How important is space <b>exploration</b> ?	How did Neil Armstrong travel on the surface of the moon? What did this mean for <b>humanity</b> ?	What was the impact of the fire on wealth, <b>community</b> , the city and the population?	Who was Ferdinand Magellan and why was he <b>significant</b> historically? When did he live in <b>comparison</b> to Ericson?
Which other <b>significant</b> women helped to change the world? How did Rosa Parks change the world?	What is Stephenson's rocket? What is its <b>legacy</b> ?	Do other things change over time? How has train design <b>progressed</b> over time?	How has train design <b>progressed</b> over time? Did this lead to more <b>exploration</b> ?	Can I write a written account to explain how <b>human</b> life in Britain changed between the Stone Age and the Iron Age?	How was Skara Brae discovered? Why is it historically <b>significant</b> ? What can we understand about <b>community</b> from its construction?	Who was James Cook and why was he <b>significant</b> historically? When did he live in <b>comparison</b> to Ericson and Magellan?
What is the <b>significance</b> of Neil Armstrong and Buzz Aldrin on space <b>exploration</b> ?	What was the <b>legacy</b> of the Fire of London?	How did buildings and architecture <b>progress</b> as a result of the fire?	What is an <b>explorer</b> ? Which <b>explorers</b> of the past have used the seas to discover new lands?	How and why did the Slave Trade end? Was this a <b>significant</b> decision for <b>humanity</b> ?	<b>Enquiry:</b> Was evacuation a positive experience for all? How did evacuation impact our local <b>community</b> ?	Can I <b>compare</b> and contrast tools used for exploration and <b>navigation</b> .
Samuel Pepys' diary a reliable and trustworthy source? Why? Why is it <b>significant</b> ?	What is the <b>legacy</b> of the Stone Age in Britain?	How did dwelling construction <b>progress</b> through-out prehistory?	Can I place the <b>explorers</b> I have learnt about into <b>chronological order</b> based on when they lived?	What was life like for a Roman soldier? Was their <b>humanity</b> valued?	How was Liverpool affected during World War Two? What were the long term effects on the city and our <b>community</b> ?	How did the working lives of people during the Stone Age <b>compare</b> to today?
Who was Leif Ericson and why was he <b>significant</b> historically?	How did the Ancient Greeks change the world? What is their <b>legacy</b> in modern Britain?	How did the development of iron <b>progress</b> <b>invasion</b> techniques?	What might have caused changes in <b>exploration</b> and what was the effect?	Who were Nefertiti & Tutankhamun? Use evidence and artefacts to construct claims about who they were, how did they ruled Ancient Egypt and what effect they had on <b>humanity</b> .		How do prehistoric houses <b>compare</b> to modern day houses?
Who was Ferdinand Magellan and why was he <b>significant</b> historically?	What is the <b>legacy</b> of Roman invasion? <b>Settlements</b> /towns /roads? How is this evident in our locality?	How did technology/inventions develop from Stone Age to Iron Age? Why did this <b>progress</b> come about?	<b>Enquiry:</b> How did the Maya civilisation decline? Is there a link with Christopher Columbus and his <b>exploration</b> ?	<b>Enquiry:</b> Using primary and secondary resources, how did the Battle of Britain impact <b>humanity</b> ?		Can I <b>compare</b> Ancient Greek democracy with modern British democracy?
Who was James Cook and why was he <b>significant</b> historically?	What is the <b>legacy</b> of Roman invasion? government / taxation?	How did the Slave Trade influence the growth of Liverpool? Is this <b>progress</b> ?				<b>Compare</b> and contrast trade in Ancient Greece with trade in Stone Age. What are the similarities and differences? Why might this be?
What is the <b>significance</b> of Stonehenge? What might it tell us about religion?	What is the <b>legacy</b> of Roman invasion? Hygiene / <b>health</b>	How did Liverpool <b>progress</b> into the city we know today?				How was <b>crime punished</b> in Ancient Sparta? How does this <b>compare</b> with Ancient Athens?
How was Skara Brae discovered? Why is it historically <b>significant</b> ?	How much from Saxon and Viking times do we use today? What is the <b>legacy</b> locally?	How did <b>trade</b> evolve from the stone age to the time of the Ancient Greeks? What factors impacted most <b>significantly</b> on <b>progress</b> ?				How did Anglo-Saxons <b>punish crime</b> ? How does this <b>compare</b> to the Romans?
Who was William Roscoe? Is he <b>significant</b> in our local history?	What did the Anglo-Saxons and Vikings leave behind in Britain. What is their <b>legacy</b> ?	How did life in Britain change ( <b>progress</b> ?) under Roman <b>rule</b> ?				How did the <b>health</b> of the <b>rich and poor</b> in Tudor times <b>compare</b> to those in Anglo-Saxon times?
How and why did the Slave Trade end? Was this a <b>significant</b> decision for <b>humanity</b> ?	How did the change in religious <b>beliefs</b> affect the lives of Mary and Elizabeth? Where some people persecuted? What is its <b>legacy</b> today?	Can I explain how people have <b>adapted</b> the land for agriculture and how has it changed/ <b>progressed</b> over time?				
How did <b>trade</b> evolve from the stone age to the time of the Ancient Greeks? What factors impacted most <b>significantly</b> on <b>progress</b> ?	Why did evacuation begin? What did it entail and how did it impact Britain? Is there a lasting <b>legacy</b> ?	How did weaponry and the way battles were fought <b>progress</b> from Ancient Greece to Tudor times?				
What is the <b>significance</b> of Hadrian's Wall in the Roman <b>invasion</b> of Britain?						
What <b>significance</b> do artefacts found at Sutton Hoo / Galloway Hoard have?						
Can I use a variety of maps to explain how <b>significant</b> the Aswan Dam has been in Egypt and how it has changed the use of land?						
Can I explain why the Ancient Egyptians built pyramids and the <b>significance</b> of the pyramids positioned at Giza?						

This document details progression in concepts / threads within HISTORY. These threads are also embedded within other curriculum areas. For further details- see Concept Route Maps.

See next page for concepts /threads first explored in **History** in KS2.

	Taught in Y1
	Taught in Y2
	Taught in Y3
	Taught in Y4
	Taught in Y5
	Taught in Y6

# Malvern Primary School- History Curriculum Progression Map



Aspect	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CHRONOLOGY</p>	<p>I can understand that a daily timetable represents the passing of time.</p> <p>I can understand that I get older on my birthday.</p> <p>I can follow 'first' / 'then' instructions.</p>	<p>I can independently complete a daily timetable.</p> <p>I can articulate pictures that show me 'now' and pictures that show me in 'the past'.</p> <p>I can confidently use words to represent the passing of time: first, then, next after that, now, lastly.</p> <p>I can confidently draw story maps.</p>	<p>I can understand what living memory is, reflecting on my own memories.</p> <p>I can identify who and what can help us learn about changes within living memory.</p> <p>I can sort pictures of toys into old and new, using comparative language (old, older, oldest, new, newer, newest) . (Sum1)</p> <p>I can order types of train onto a timeline. I can understand how travel methods have changed and allowed new discoveries. (Sp1, Sum1)</p>	<p>I can sequence the events of The Great Fire of London in chronological order. I know that chronological order means time order. (A2)</p> <p>I can place the voyages of explorers in chronological order including dates starting to begin to consider scale. (S2)</p>	<p>I can identify, where in history stone age, bronze age and iron age fit into a timeline of history. I can begin to use scale to compare the Palaeolithic, Mesolithic and Neolithic ages. (A1)</p> <p>I can identify where Ancient Greece fits on a timeline of history. I can compare where it is in comparison to the Stone Age and Iron Age. (Su2)</p> <p>I can produce a timeline to show the evolution of the Olympic games. (Su2)</p> <p>I can understand when the Slave Trade began on an interactive timeline of history. (Sp1)</p>	<p>On a timeline, I can position Roman Britain and know where it fits compared to other times studied. (Ancient Greece, Neolithic Age, Slave Trade in Liverpool) (Au1)</p> <p>I can recall key dates and events which had a significant impact on Roman Britain. (A1)</p> <p>I can name countries which became part of the Roman empire (A1)</p> <p>I can position the Roman, Anglo Saxon and Viking Invasions of Britain on a timeline relative to other time periods studied.</p>	<p>I can explain what else was happening in the world at the same time as the Ancient Egyptians. (A1)</p> <p>I can identify where and when the first civilisations appear. (A1)</p> <p>I can identify where Ancient Egyptians and the Tudors fit into an overall timeline of history in relation to previously taught historical periods. (A1 and Sp1)</p> <p>I can use a range of sources to create a timeline of events in Tudor times from Battle of Bosworth until the death of Elizabeth I. (Sp1)</p> <p>I can use portraits to create a family tree of the Tudor dynasty. (Sp1)</p> <p>I can identify different kinds of transport from the area long ago, positioning these on a timeline (Sp2)</p>	<p>I can see where WW2 fits on a timeline of history compared to other periods studied. (A1)</p> <p>I can order key events of the Battle of Britain on a timeline, (A1)</p> <p>I can identify and order major events of WW2 on a timeline using scale accurately. (A1)</p> <p>I can use timelines to record the chronology of different time periods studied throughout my time at Malvern.</p>

Aspect	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
CONTINUITY & CHANGE	<p>I can listen to stories to understand the concept of change such as Elmer and The Hungry Caterpillar.</p>	<p>I can listen to stories to show how some things have changed and some things have stayed the same over the years such as: Peppo and Dogger.</p>	<p>I can understand how women's rights have changed. (A2)</p> <p>I can explain how Rosa Parks changed the world. (A2)</p> <p>I can identify which types of transport have changed and which have remained the same but adapted as time has progressed.</p> <p>I can explore how Neil Armstrong travelled to the moon, understanding its significance for humanity.</p> <p>(Sp1 &amp; Sum2)</p>	<p>I can discover how exploration changed between the times of Ericson and Armstrong. Why did this change? (S2)</p> <p>I can compare and contrast London at the time of the Great Fire of London and now.</p> <p>I can explain the legacy of the GFOL including how architecture progressed. I can investigate fires which cause destruction today. (Au2)</p> <p>I can understand the impact and change on building materials as a result of the fire. (Aut2)</p>	<p>I can compare how dwellings have changed and the impact this has on the way dwellings look today. (A1)</p> <p>I can investigate how technology, jobs and farming changed from Stone Age to Iron Age and hypothesise why this might have happened.</p> <p>I can explain how the development of iron progressed invasion techniques. (A1)</p> <p>I can explain how trade evolved from Stone Age to the ancient Greeks (A1)</p> <p>I can understand the legacy of the Slave Trade and the changes that meant in our locality. (Sp1)</p> <p>I can discuss how the Olympic Games changed over time. (Su2)</p>	<p>I can explain the Roman withdrawal from Britain (AD 410) and the fall of the western Roman Empire. (A1)</p> <p>I can draw contrasts, explaining how life in Britain changed under Roman Rule. (A1)</p> <p>I can explain the significance of Hadrian's wall in the Roman invasion (A1)</p> <p>I can explain what life was like for a Roman soldier (A1)</p> <p>I can explain where the Angles, Saxons, Jutes, Scots and Frisians came from, why they invaded Britain, where else they went and the type of people they were (Sp2)</p> <p>I can ask questions and connect information to explore the impact the Anglo Saxons and Vikings had on religion, art and culture in Britain. (Sp2)</p>	<p>I can explain the greatest achievement of each civilisation. (A1)</p> <p>I can frame historically valid questions, investigating how the change in religion affected the lives of Mary and Elizabeth. I can the impact it has today. (Sp1)</p> <p>I can identify how the power of the crown changed during the Tudor times. (Sp1)</p> <p>I can make connections, exploring how the use of land in Egypt changed over time (agriculture) and the impact of Aswan Dam (A1)</p> <p>I can sift through historical accounts to describe how progression in transport led to changes locally, specifically with regard to settlement and transport. (Sp2)</p>	<p>I can think critically, explaining the causes of WW2 and the impact this had on Britain.</p> <p>I can investigate the cause of evacuation and the impact it had on Britain.</p> <p>Through first hand accounts, primary and secondary sources, I can investigate the Battle of Britain and the impact it had on Britain. (A1)</p> <p>I can identify significant developments of the Maya (calendar, number system and hieroglyphs) (A2)</p> <p>I can discuss what is meant by crime and punishment and its main features over time.</p> <p>I can explain some of the main changes to the types of crimes committed and how our views about crime changed over time</p> <p>I can explain which have been the main types of crime that have been most worrying (Su2)</p>

Aspect	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
	I understand that I get older on my birthday	Explore old and new toys	<p><b>Enquiry:</b> How do we know that dinosaurs existed?</p> <p>Identify dinosaurs are extinct and lives millions of years ago. Explain how we know about dinosaurs from their fossils. Explain what a fossil is, where they are found and what we call someone who studies them. (A2)</p> <p><b>Enquiry:</b> Who might this toy belong to? What evidence can we use to predict?</p> <p>Use artefacts to form predictions about a range of toys from different eras. Use to answer questions on change.</p>	<p><b>Enquiry:</b> Is Samuel Pepys' diary a reliable and trustworthy source? Why? Why is it <b>significant</b>?</p> <p>Use the diary entry of Samuel Pepys as a historical source. Discuss its reliability (A1)</p> <p><b>Enquiry:</b> What might have caused changes in <b>exploration</b> and what was the effect? Can I <b>compare</b> and contrast tools used for exploration and <b>navigation</b> now and in the past? Can I make predictions about artefacts, considering their purpose? (A1)</p>	<p><b>Enquiry:</b> What can artefacts from the Stone and Iron Age tell us? Are they a reliable source? (A1)</p> <p>Explore sources of evidence to identify why and how the Olympic games were introduced. (Su2)</p> <p><b>Enquiry:</b> Did slave traders value human life?</p> <p>Consider whether traders demonstrated compassion. What were they willing to sacrifice.</p> <p><b>Enquiry:</b> What were the influences on trade during the time of Alexander the Great.</p> <p>Label ancient Greek towns on a map and the Ancient Greek empire as it was under Alexander the Great and learn how trade links developed.</p> <p><b>Enquiry:</b> why some historians consider trojan war a myth.</p>	<p><b>Enquiry:</b> What do primary and secondary sources tell us about Boudicca? Weighing up the evidence, how far can we trust these sources?</p> <p><b>Enquiry:</b> Using artefacts and other evidence, consider what made the Roman Army so powerful.</p> <p><b>Enquiry:</b> What was an Anglo-Saxon dwelling like? How do we know this? What evidence remains? How did Anglo Saxon dwellings compare to those build by the Romans? Was this <b>progress</b>?</p>	<p><b>Enquiry:</b> Were the Tudor portraits a true reflection of the kings and queens? Using a range of primary and secondary sources, explain the reasons why the monarchs are painted as they are.</p> <p><b>Enquiry:</b> Who were Nefer-titi &amp; Tutankhamun? Use evidence and artefacts to construct claims about who they were, how did they ruled Ancient Egypt and what effect they had on <b>humanity</b>?</p> <p>Enquiry: What can we learn about Egyptian communities by studying different source of evidence, explaining how different sources are/ are not trustworthy? (A1)</p>	<p><b>Enquiry:</b> Was evacuation a positive experience for all? How did evacuation impact our local <b>community</b>?</p> <p><b>Enquiry:</b> Using primary and secondary resources, how did the Battle of Britain impact <b>humanity</b>?</p> <p><b>Enquiry:</b> What do Maya ruins tells us about city-states? What evidence remains?</p> <p><b>Enquiry:</b> How did the Maya civilisation decline? Is there a link with Christopher Columbus and his <b>exploration</b>?</p> <p><b>Enquiry:</b> How and why have <b>punishments changed over time</b>?</p>

	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
SIMILARITY & DIFFERENCE	<p>I can recognise that I grow taller on my birthday.</p> <p>I can recognise I grow older on my birthday.</p>	<p>I can understand and explain how I have grown and changed since a baby.</p> <p>I can explore similarities and differences from the past and now by playing with toys from the previous generation and reading stories such as Peppo and Dogger.</p>	<p>I can describe differences between my toys and the toys of previous generations in my family.</p> <p>I can compare old and new toys and order them chronologically. (Sum 1)</p> <p>I can look at similarities and differences between transport over the last 100 year period. (Sp1) Specifically looking at trains (Sum1)</p>	<p>I can compare and contrast tools used for exploration now and in the past. I can discuss how these changed and why. (Sum2)</p>	<p>I can compare my own life to life in prehistory, recognising similarities and differences. I can discuss how Stone Age dwellings are similar or different to modern day dwellings.</p> <p>Explore why Iron age hillforts were built the way they were, discussing how it helped them resist defeat. (A1)</p> <p>Explore family life in Ancient Greece (food, fashion, job, entertainment) and compare it to life today.</p> <p>Compare and contrast trade in Ancient Greece with trade in Stone Age.</p> <p>Compare and contrast democracy in Ancient Greece to democracy in modern Britain.</p> <p>Explore how Olympic games have changed, comparing to modern day Olympics.</p> <p>Compare and contrast states of Athens and Sparta, including views about who should rule and why. (Su2)</p>	<p>I can identify how crimes were punished in Ancient Rome and compare the way in which crimes were punished in Ancient Greece. (Au1)</p> <p>I can compare the military in Ancient Rome to Ancient Greeks (Au1)</p> <p>I can compare how crime was punished by Anglo-Saxons to Romans. (Sp2)</p> <p>I can compare Viking trade with Roman trade (Sp2)</p>	<p>I can compare the beliefs of Ancient Egyptians to the Vikings and Anglo-Saxons. (Au1)</p> <p>I can compare life for rich and poor, weaponry and compare and contrast how battles were fought during Tudor times and ancient Greece studied in Y3 (Sp1)</p> <p>I can investigate how crime was punished in Tudor times and compare and contrast this with criminality during Anglo Saxon times and today. (Sp1).</p>	<p>I can compare Mayan civilisation to Ancient Egyptians and Ancient Greeks (culture, rulership, trade, worship and daily life). (A2)</p> <p>I can identify significant developments of the Maya (calendar, number system and hieroglyphs) and compare to other ancient civilisations (A2)</p> <p>I can compare how crime was punished by Mayans to Ancient Egyptians and Ancient Greeks (A2)</p>

Aspect	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
RECORDING	I can use a daily timetable to show the passing of time	I can create a daily timetable to show the passing of time  Sort old and new items into two groups  I can draw a story map in chronological order	Record how train design has progressed over time and discuss how this lead to more exploration. (Sum1)	Write biographical extracts about Explorers. (A2)  Sequence the events of the Great Fire of London (Aut2)	Written account of the changes in Stone Age compared to Iron Age. (A1)  Act out a scene of Stone Age life and record on Seesaw. (A1)  Exhibition of learning about the ancient Greeks, children demonstrating what they have learnt. (Su2)  Interactive timeline including Ancient Greeks.  Written account describing the difference between Athens and Sparta, considering how geography impacted on trade. (Su2)	Written Account: Romans (Au1)  Structured analysis- Anglo- Saxons (Sp2)  Participate in an 'Anglo-Saxon' day. (Sp2)	Written Analysis: Ancient Egyptian legacy (Au1)  Discussion: Did the reign of the Tudor monarchy have an affect on British society today? (Sp2)  Exhibition of learning about Henry VIII and Tudors, exploring impact on our lives. (Sp1)	Written Analysis: What is the <u>legacy</u> of World War 2? (A1)  Discussion: How civilized were the Maya? (A2)  Written Narrative: How has crime, and the way it is punished, evolved over time? How have attitudes changed? (S1)

## SIGNIFICANT INDIVIDUALS

I can recognise that people have important roles in society:  
Postal worker, refuse collector, police.

I can talk about the important roles people hold in society: nurse, fire fighter, police and farmers.

I can learn about the life of Mary Anning, explaining why she is a significant individual.

I can talk about Rosa Parks and how she changed the world. (A2)

I can explain why Neil Armstrong & Buzz Aldrin are significant to space exploration (Sp1)

Study significant individuals: local to Liverpool—George Stephenson (Sum 1) I can compare his achievements with those of Buzz Aldrin and Neil Armstrong.

I can use the stories of explorers to compare aspects of life in different times including: Leif Ericson, Captain James Cook, Ferdinand Magellan, Neil Armstrong, Ellen Macarthur (Sum2)

I can explain who Samuel Pepys is and why he is significant historically. I understand that not all significant people are famous in their own time (Aut2)

Understand who William Roscoe is and understand his significance with the Slave Trade in Liverpool. (Sp1)

I know what happened in 55-54BC when Julius Caesar attempted to invade Britain.

I can explain how Boudicca's rebellion impacted on the Roman occupiers of Britain. (A1)

I can explain why Alfred the Great got that title. I can compare and contrast his achievements with those of Athelstan. I can discuss the changes during the reign of Aethelred the Unready. Why did conflict with the Danes increase during his reign? I can explain the impact of Edward the Confessor's reign and know the significance of his death

I can explain how Canute won the throne and how long the Danes maintained rulership (Sp2)

I can explain who Henry VIII was and how he became ruler. I can explain why he married so many times. (Sp1)

I can name Henry VIII's wives and discuss their fates, expanding why Anne Boleyn was executed. (Sp1)

I can analyse the impact that Henry VIII and his children had on religion and marriage over time. I can explain any resistance against this. (Sp1)

I can explore the importance of King Tutankhamun and Nefertiti on Ancient Egyptian communities, using evidence to support my claims. (A1)

I can explain who George Stephenson was? (Sp2)

I can explore who Winston Churchill and Neville Chamberlain were, identifying their significance with WW2. (A1)

I can investigate who Adolf Hitler was. (A1)

I can explore if there is there a link to Christopher Columbus and the Mayan civilisation rise and decline. (A2)



Aspect	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
LOCAL HISTORY			<p>I can talk about the Rainhill trials. I can discuss how the Rainhill Trials, George Stephenson and Stephenson's Rocket impacted on Liverpool. (Sum1)</p>		<p>Discuss the impact the Slave Trade had on Liverpool.</p> <p>I can understand how the location of Liverpool influenced its significance in the slave trade.</p> <p>(Sp1)</p> <p>I can discuss what impact the Slave Trade had on counties surrounding (Lancashire and Yorkshire). (Sp1)</p>		<p>I can sift through evidence to investigate improvements made to transport in the locality? Why did changes occur in the order they did? (Sp2)</p> <p>I can use a range of sources to analyse the impact of the railways on our local area. I can study the rise in population and how this has affected the local landscape.</p> <p>I can explain how George Stephenson was significant to our local area and what the local people thought of change. (Sp2)</p>	<p>I can explore how World War 2 (particularly the Blitz) affected Liverpool. I can identify the future impact it had on the city. (A1)</p>

Aspect	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
	<p>I can recognise that people have important roles in society and how they help me and others</p> <p>Postal work, refuse collector, police</p>	<p>I can talk about the important roles people held in society and how they help me and others.</p> <p>Nurse, firefighter, police and farmers</p>	<p>I can describe how Mary Anning became a passionate palaeontologist—including how her location impacted on her discoveries &amp; how her gender prevented her from being recognised for her achievements. (A2)</p> <p>I can identify how changes to the way we travel impacted on discoveries. (Sp1)</p> <p>I can discuss how Stephenson's Rocket and the Rainhill Trials impacts the way we travel today. (Sum1)</p>	<p>I can discuss what might have caused changes in exploration and the effect. (Sum2)</p> <p>I can identify the cause of the Great Fire of London and discuss what happened to the city and population as a result. (Au2)</p>	<p>I can identify the legacy of the Slave Trade on Liverpool. (Sp1)</p> <p>I can investigate Trojan war and its impact on ancient Greece (1250BC)</p> <p>I can understand the impact which the introduction of coin currency 600BC had on ancient Greece.</p>	<p>I can discuss factors leading to Boudicca's rebellion and the consequences of her actions. (Au1)</p> <p>I can discuss the impact of invasion on life in Britain during the Roman invasion (government, taxation, settlements, towns/roads, hygiene/health). (Au 1)</p> <p>I can understand why the Anglo-Saxons and Vikings invaded Britain, considering where they came from, where they settled and how rulership changed during this time, understanding the consequences of the struggle for the crown on England.</p> <p>I can explain how Viking ability to sail influenced trade (Sp2)</p> <p>I can explain what the Anglo-Saxons left behind and their lasting legacy. (Sp2)</p>	<p>I can explain why the Egyptians built pyramids and why there were positioned at Giza (A1)</p> <p>I can explain how changes to the River Nile impacted on aspects of life in Egypt including transport, settlement and farming. (A1)</p> <p>I can explain what happened to the Egyptians and why their rule came to an end (A1)</p> <p>I can explain the mummification process and its significance in belief? (A1)</p> <p>I can explain why Henry VIII wanted to produce a male heir to the throne and the consequences of this desire</p> <p>I can discuss how Holbein's portraits affected the public perception of the Tudors. (Sp1)</p> <p>I can explain how and why the Tudor era came to an end. (Sp1)</p> <p>I can identify whether the reign of the Tudor monarchy had an effect on British society today. (Sp1)</p>	<p>I can describe both the positive and negative impact of evacuation on Britain. (A1)</p> <p>I can explain the causes of the Blitz and Battle of Britain and the consequences for individuals and communities, including Liverpool. (A1)</p> <p>I can explain who was defeated at the end of World War 2 and why? I can explain how people felt when war was over. (A1)</p> <p>I can describe the impact the Mayans had on modern-day Mexico in regards to culture. I can explain its legacy. (A2)</p>

<p>I can understand that a daily timetable represents the passing of time</p> <p>I can understand that I get older on my birthday</p> <p>I can follow first / then instructions</p> <p>I can listen to stories to understand the concept of time</p>	<p>I can answer questions about the passing of time in my daily routine</p> <p>I can confidently use words to represent the passing of time first, then, next, after that, now, lastly</p> <p>I can answer how and why questions about the passing of time</p>	<p><b><u>Interactive timeline: How has how we play and how we travel changed over time?</u></b></p> <p>How has transport has changed over time. (Sp1 &amp; Sum1)</p> <p>How have toys changed over time? (Sum1)</p> <p>How do we change with time?</p> <p><b><u>Documentary segment: How do we know that dinosaurs existed?</u></b></p> <p>I can identify who Mary Anning was and discuss why was she significant. I can explain that fossils can tell us things about the past. (A2)</p> <p><b><u>How have developments in transport influenced travel? What did this mean for humanity?</u></b></p> <p>I can explain how transport changed and adapted over time and discuss how our local history has impacted on progression (Sum1)</p>	<p><b><u>How did the Great Fire of London lead to progress?</u></b> (A2)</p> <p>I can identify how the Great Fire has led to positive changes and influenced our lives today. (A2 &amp; Sp2)</p> <p><b><u>How have explorers shaped our understanding of the world?</u></b></p> <p>I can describe how the voyages of explorers have added to human understanding of the world over time. I can explain how past explorations influence how we explore today. (A2)</p> <p>I can discuss what a historical source is. I can discuss which sources I should trust and which sources might not be trustworthy and why. (Aut2)</p>	<p><b><u>How did the use of bronze and iron, and the invention of farming change human life in Britain?</u></b></p> <p><b><u>How did Liverpool progress into the city we know today?</u></b></p> <p><b><u>Who were the Ancient Greeks and what did they do for us?</u></b></p>	<p><u>What lasting impact did the Roman invasion and settlement have on Britain?</u></p> <p>I can produce a written analysis detailing the impact of the Roman occupation of Britain.</p> <p><u>What did the Anglo-Saxons and Vikings leave behind in Britain. What is their legacy?</u> ((S2)</p> <p>I can write a structured account detailing what remains of Anglo-Saxon and Viking Invasion.</p>	<p><b><u>What is the legacy of the Ancient Egyptians?</u></b></p> <p><b><u>Did the reign of the Tudor monarchy have an affect on British society today?</u></b></p> <p><b><u>How has Liverpool and the surrounding area changed over time? What contributed to this change?</u></b></p>	<p><b><u>What is the legacy of World War 2?</u></b></p> <p><b><u>How civilized were the Maya?</u></b></p> <p><b><u>How has crime, and the way it is punished, evolved over time? How have attitudes changed?</u></b></p>
--	--	---	---	--	---	---	--

	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
	<p><b><u>It's good to be me. Jack and the Beanstalk</u></b></p> <p>Grow, tall, change, first, then, now, birthday, older, celebrate, change, younger</p>	<p><b><u>It's Good to be Me</u></b> <b><u>The Extra Ordinary Gardiner</u></b></p> <p>Grow, tall, change, first, then, now, birthday, older, celebrate, change, younger, baby, child and adult.</p> <p><b><u>The Three Little Pigs</u></b></p> <p>Old, past, toys, change, different</p>	<p><b><u>Dinosaur Roar</u></b></p> <p>Millions of years ago, now, then, past, present, fossil (source), Mary Anning, paleontologist, significant, discovery, legacy, humanity, extinct</p> <p><b><u>Chasing Space</u></b></p> <p>Now, then, decades, centuries, years ago, change, chronological, timeline, significant, Neil Armstrong, Buzz Aldrin, exploration, expedition, progress.</p> <p><b><u>Memory Makers</u></b></p> <p>Generations, change, similar, different, development, living memory, past, George Stephenson, Stephenson's Rocket, local area, chronological, grandparents, elderly, parents, siblings, steam train, electricity, family, legacy, old, older, oldest, new, newer, newest.</p>	<p><b><u>Shipmate , Navigate!</u></b></p> <p>Explorer, navigation, voyage, change, past, Leif Ericson, Ferdinand Magellan, James Cook, timeline, chronological order, Neil Armstrong, year, decade, century, trade, discovery</p> <p><b><u>Fire Fire!</u></b></p> <p>Historical, primary source, secondary source, eyewitness, Samuel Pepys, Great Fire of London, population, change, timeline, reliable, trustworthy.</p>	<p><b><u>Ages Ago</u></b></p> <p>Chronological, period, hunter-gatherer, invader, settler, civilisation, primary / secondary source, settlement,</p> <p><b><u>Places I'll Remember</u></b></p> <p>Continuity and chance, diversity, freedom, justice, significance, settlement, slavery, trade route, law, chronology</p> <p><b><u>Ancient Greek Legacy</u></b></p> <p>AD/BC, chronological order, period, god/goddess, ancient, conflict, law, ruler significance, primary/secondary source, power</p>	<p><b><u>Why Rome Wasn't Built in a Day</u></b></p> <p>Roman Empire, Emperor, civilisation, peasantry, Celts, BC / BCE, AD, gladiator, amphitheatre, mosaic, invasion, rebelion, centurion, primary source, secondary source, revolt, evidence, ancient, traitor</p> <p><b><u>Invasion</u></b></p> <p>Chronology, sequence, period, settler, invasion, conflict, cause and consequence, enemy, tribal kingdom, settlement, primary/secondary source,</p>	<p><b><u>Walk Like an Egyptian</u></b></p> <p>amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, mummification, sphinx, Egyptologist, ankh, pyramid, Pyramids at Giza, Sphinx, Tomb of Tutankhamun, pharaoh, artefacts, ancient civilisation, trade, ruler, chronology, AC/BC</p> <p><b><u>Terrible Tudors</u></b></p> <p>Monarch, chronological, AD, BC, nobility, parliament, heir, treason, execution, capital punishment, law, sentence, penalty, traitor</p> <p><b><u>When I grow up</u></b></p> <p>sift, weigh, progress, settlement, significance, locality evidence</p>	<p><b><u>We'll Meet Again</u></b></p> <p>Blitzkrieg, chronology, Luftwaffe, Nazi, persecute, ration, retaliate, military, parliament, primary/secondary source, ruler, political party, cause, consequence, enemy, prime minister</p> <p><b><u>Mayan Mysteries</u></b></p> <p>artefact, chronological, emigration, significance, nation, settlement, similarity and difference, AD/BC, ancient, legacy.</p> <p><b><u>This is Me</u></b></p> <p>Civilisation, parliament, rulership, analysis, interpretation, justice, evolved, legacy,</p>