

### Steeple Claydon School Progression Criteria – History

<b>Substantive and Disciplinary Knowledge</b>	<b>Reception</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>	<b>Year Six</b>
<b>Constructing the past</b>	Children talk about past and present events in their own lives and in the lives of family members.	Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot).	The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).	Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians).	Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements).	Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).	Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).
<b>Sequencing the past</b>	Understanding of changes in their own lifetime personal timeline.	Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).	Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).	Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).	Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).	Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).	Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).
<b>Change and development</b>	Compare and contrast characters from stories, including figures from the past.	Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify	Can identify independently a range of similarities, differences and changes within a specific time period	Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g.	Can make valid statements about the main similarities, differences and changes occurring	Can provide valid reasons why some changes and developments were important within particular Upper	Can compare similarities, differences and changes within and across some topics, in terms of

		differences and similarities between early and modern aeroplanes).	(e.g. recognise differences in aeroplanes from different decades).	describe some similarities and differences between the Stone Age periods).	within topics (e.g. categorise changes into the different periods of the Stone Age).	Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).
<b>Cause and effect</b>	Talk about changes.	Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot).	Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).	Can describe some relevant causes for, and effects on, some of the key events and developments covered.	Can comment on the importance of causes and effects for some of the key events and developments within topics.	Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).	Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).
<b>Significance and interpretations</b>	Comment on images of familiar situations in the past.	Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).	Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer).	Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).	Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).	Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).

<b>Planning and carrying out a historical enquiry</b>	They answer 'how' and 'why' questions about their experiences and in response to stories and events.	Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).	Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).	Can ask valid questions for enquiries and answer using a number of sources.	Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry).	Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion).
<b>Using sources as evidence</b>	Comment on images of familiar situations in the past.	Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).	Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).	Can understand how sources can be used to answer a range of historical questions.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).	Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).
<b>Monarchy</b>	Getting familiar with current	Bright Lights, Big City: Charles II and Great Fire of London		Warriors and Raiders: Roman Caesars, Boudicca, Alfred the Great		Revolution: Queen Victoria Civilisations: Tutankhamun, Ramesses II, Cleopatra; Alexander the Great	

	<p>monarchy, Bonfire Night</p> <p>Know that the head of our country is a king or queen. Know that we have Bonfire Night to celebrate the king being saved.</p>	<p>Towers, Tunnels &amp; Turrets: William the Conqueror</p> <p>Know that sometimes a king has been made through beating the previous king in battle. Know that usually, the crown passes to the king's oldest son (or daughter). Know that censuses (such as the Domesday Book) give the king knowledge and power over their country. Know that castles are not only for protection but to increase one's power over that area.</p>	<p>Know that Rome had been a republic before Julius Caesar became an emperor. Know that subsequent Roman emperors took the name 'Caesar', and ruled over the whole Roman Empire. Know that invaded countries had previous rulers: some of whom (such as Boudicca, queen of the Iceni tribe) were hostile towards the Romans. Know that Alfred the Great united the kingdoms of England together against the threat of Viking invasion. This made the country stronger.</p>	<p>Understand that succession of monarchy doesn't always travel in straight lines – both Victoria and Cleopatra only became queen after several deaths in their family. Understand that a long and stable reign from a monarch can bring a period of growth for that country (as with Victoria and Ramesses). Understand that how a monarch how a monarch is portrayed and perceived affects how much power they have. Know that Egyptians pharaohs had near-absolute power, and were viewed as gods. Understand that the Egyptians were invaded several times; most notably by Alexander the Great, who led to the final, Greek, Ptolemaic Dynasty.</p>
<b>Democracy/ Parliament</b>	<p>Bonfire night</p> <p>Know that the country is led by a group of people. Know that we have Bonfire Night to celebrate that group of people being saved</p>	<p>Towers, Tunnels &amp; Turrets: Domesday Book Superheroes: Rosa Parks' &amp; Emily Davidson's campaigns</p> <p>Understand that today's democracy has not always been with us. Know that Norman kings had power over the country; the people living in it didn't. Know that the struggle for greater 'rights' continued into last century, with Emily Davidson and Rosa Parks fighting against prejudice.</p>	<p>Ancient Greeks and early democracy Warriors and Raiders: Roman senate</p> <p>Know that the Greek city-state of Athens is seen as the birthplace of democracy. Understand that their democracy is extremely limited by today's standards: voting was only open to wealthy Athenian men, and not to women, slaves, the poor or foreigners.</p>	<p>Codebreakers: Democratic Allied forces</p> <p>Understand that Nazism broke down German democracy. Know that the Allied forces were made up of (mostly) democratic countries united against this undemocratic threat.</p>
<b>Civilisations/ Empire</b>		<p>Towers, Tunnels &amp; Turrets: Norman Conquest</p> <p>Know that England was invaded by the Normans after the Battle of Hastings. Know that the Normans built castles around England to help strong. Know that the Normans change the English way of life after the conquest.</p>	<p>Scrumdiddlyumptious: Aztecs Warriors &amp; Raiders: Romans, Anglo-Saxons Ancient Greece</p> <p>Know that Ancient Greece is the 'foundation civilisation' for Ancient Rome and subsequent Western Europe. Understand that Greece was not a country, but a collection of independent city states.</p>	<p>Civilisations: Ancient Egypt Hola Mexico: Mayans, Aztec; Spanish Empire Codebreakers: Nazi German empire Revolutions: British Empire</p> <p>Know that Ancient Egyptian civilisation lasted for over 3,000 years; already ancient by the times of the Greeks and Romans.</p>

			<p>Know that rulers of conquered lands sometimes rebelled against the Romans, as did Queen Boudicca.</p> <p>Know that one way (beyond conflict) that the Roman Empire was successful was by sometimes allowing the continuation of practices in conquered countries.</p> <p>Know that the Aztec empire was so brutal and violent that many opposing tribes sided with the Spanish conquistadors.</p>	<p>Understand that Egyptian culture changed significantly over that time.</p> <p>Understand Mayan culture similarly lasted thousands of years, whereas the Aztecs, only 300 years.</p> <p>Understand that Egyptian and Mayan cultures have similar achievements in maths, science and (notably) pyramid building – these arose independently.</p> <p>Know that during Victorian times, the British Empire became the largest in the world due to a mixture of conquest and trade.</p> <p>Know that Germany was trying to rebuild an empire during WWII.</p>
<b>Trade</b>	Links to 'People who help us'		<p>Scrumdiddlyumptious: Cacao beans/ chocolate</p> <p>Warriors &amp; Raiders: Romans invading for tradeable items</p>	<p>Revolution: Rise of industrial factories</p>
<b>Conflict</b>		<p>Towers, Tunnels &amp; Turrets: Norman Conquest; military use of castles</p>	<p>Warriors &amp; Raiders: Romans/ Anglo-Saxons/ Viking invasions</p> <p>Know that strong countries could become stronger by invading other countries, but this also left them open to attack.</p> <p>Understand that Greeks, Romans, Anglo-Saxons, Vikings and Aztecs all became powerful through conquest, before falling to attack themselves.</p>	<p>Codebreakers: WWII</p> <p>Civilisations: Egyptians and Hittites (Ramesses II)</p>
<b>Cause &amp; Consequence</b>		<p>Superheroes: Rosa Parks' &amp; Emily Davidson's campaigns</p> <p>Bright Lights, Big City: Cause and consequence of Great Fire</p>	<p>Ancient Greece: Influence on modern life and democracy</p> <p>Scrumdiddlyumptious: History of chocolate</p>	<p>Revolution: Effects of Industrial Revolution on country, inventions and lifestyle</p> <p>Codebreakers: Causes of WWII</p>

				Stargazers: Cold War and USSR space successes leading to US Apollo 11 moon landing
<b>Significance</b>	Making sense of their own life story and family history	Superheroes: Significance of Rosa Parks' & Emily Davidson's campaigns  Land Ahoy: Significant pirates, such as Blackbeard  Towers, Tunnels & Turrets: Why castles were important	Ancient Greece: Significant Greeks  Warriors & Raiders: Inventions and innovations from Romans  Lights, Camera, Action: Inventions of cameras/ film/ recorded music, etc	Civilisations: Is Tutankhamun's significance in his life or death?  Stargazers: Is moon landing significant if no one has returned?  Revolution: Significant inventions affecting society; Victoria's significance
<b>Social Hierarchy</b>		Towers, Tunnels & Turrets: Hierarchy within kingdom and castle  Superheroes: Rosa Parks' & Emily Davidson's campaigns For equality	Ancient Greece: Democracy  Scrumdiddlyumptious: Fairtrade/ slavery  Warriors & Raiders: Emperors, slaves and dictatorship	Civilisations: Pyramid of influence: slaves up to pharaoh  Revolutions: Safety reforms in mines and factories
<b>Vocabulary</b>  (See also topic-specific vocabulary listed on knowledge organisers)	Birthdays Days, months, seasons.	Year, decade, century, date, ancient, modern, living memory, timeline, invention, chronological order, significant, historian, opinion, artefact, generation, castle 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini), invasion, civilisation, empire, emperor, millennium, archaeology/ archaeologist, consequence, culture, first-hand evidence, second-hand evidence, continuity, settlement, legacy, chronology, Roman, Caesar, military, revolt, republic,	Anachronism, Neolithic, monarchy, Pharaoh, pyramid, mummification, revolution, primary source, secondary source, propaganda, stereotype, diversity, excavate, excavation, Allied, Axis, legacy, biased, succession
<b>Knowledge</b>	PLEASE REFER TO SEPERATE DOCUMENTS DETAILING KNOWLEDGE TO BE LEARNED IN EACH TOPIC			