

History – Skills Ladder

Term 4 – Local History

Term 6 – World History Timeline

	Historical Enquiry	Historical understanding	Chronological understanding	Vocabulary
Reception	<ul style="list-style-type: none"> I can talk about the lives of the people around me and their roles in society e.g. people who help us. 	<ul style="list-style-type: none"> I know some similarities and differences between things in the past and now I Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> I can talk about my birth and what I can do now I'm 4. 	<ul style="list-style-type: none"> Now Then
Year 1	<ul style="list-style-type: none"> I can use simple texts to find out about people and events of the past. I can use photographs of castles to find out about the past. I can discuss toys and ask questions about them. I can share my memories and experiences of toys. I can compare toys from the past with toys I have now. I can use photos as sources of evidence. I can compare how hobbies have changed over time and organise things into categories. 	<ul style="list-style-type: none"> I know that people fight battles to take control of a country. I know that castles were built as fortresses and can explain why this was necessary. I can suggest some actions a new monarch would need to take to make sure his crown was safe. I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. I can explain how uses for castles have changed over time. I know that toys in the past were different to toys today. I know that most homes in Victorian times did not have electricity. I can list activities I do for entertainment. 	<ul style="list-style-type: none"> I know when the Normans lived. I can organise events into a simple timeline. 	<ul style="list-style-type: none"> Medieval Rebellion Monarch Monarchy Normans

<p>Year 2 Local Study</p>	<ul style="list-style-type: none"> I can find out about the SS Great Britain. I can use a range of photographs to infer information about the past. 	<ul style="list-style-type: none"> I know the key legacy on modern Bristol and the wider UK e.g. train travel leading to the development of seaside towns and holidays. I can explain why changes in society, particularly the steam train, made seaside holidays popular. I know that the lives of rich and poor people were very different in the past. I know that changes in society led to seaside holidays becoming very popular in Victorian times. 	<ul style="list-style-type: none"> I can create a timeline for Brunel: birth, death, significant achievements including the Clifton Suspension Bridge, the SS Great Britain and the Great Western Railway I can order photos from three different eras chronologically. I can compare the features of seaside holidays 100 years ago, 50 years ago and today. 	<ul style="list-style-type: none"> Change Improvement Steam train Tradition Bathing machine Promenade Modern Old-fashioned
<p>Year 3</p>	<ul style="list-style-type: none"> I can consider different points of view about a historical events. I can study different accounts of a historical figure and suggest why they are different. I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. I can explain how archaeologists use artefacts o learn about the past. 	<ul style="list-style-type: none"> I can explain why and how the Romans invaded Britain. I know that Celts were living in Britain at the time of the Roman invasion. I can describe what life was like in Celtic Britain. I can describe the events surrounding Boudicca's revolt. I can describe some of the technological advances that the Romans brought to Britain. I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. I can place the Romans on a timeline. I know when the Romans invaded Britain by working 	<ul style="list-style-type: none"> Invade Settle Roman Empire Emperor Revolt Prehistory Archaeologist Archaeology Palaeolithic Mesolithic Neolithic

	<ul style="list-style-type: none"> I can explain some of the methods archaeologists use to find out about the past. I can explain why Star Carr is an important archaeological site. I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> I know what the term 'prehistory' means. I know that the Stone Age can be split into three different time periods. I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> out how many of my lifetimes it has been since 43 AD. I can place the Stone Age, Bronze Age and Iron Age on a timeline. I know that prehistory spans millions of years. 	
Year 4	<ul style="list-style-type: none"> I can explain some of the ways archaeologists choose which sites to excavate. I know that there are questions about the past that have not yet been decisively answered by historians. I can use artefacts to support my ideas about who was buried at Sutton Hoo. I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. 	<ul style="list-style-type: none"> I know who the Anglo-Saxons were and where in Europe they came from. I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. I can write my name using the Ogham alphabet. I can explain how Christianity came to Britain. I can explain how the Mayan ruins were discovered. I know that the Mayans were organised into city states that were controlled by absolute monarchs. I can explain the roles and status of different types of people in Mayan society. I can describe Mayan religious beliefs, including the need for blood sacrifices. I can describe the Mayan number and writing systems, and the Mayan calendar. 	<ul style="list-style-type: none"> I can place the Anglo-Saxons on a timeline. I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. I know when Christianity came to Britain I know when the Mayan civilisation was. I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. 	<ul style="list-style-type: none"> Sutton Hoo Anglo-Saxons Picts Scots Conquer Pagan Aztec Conquistador Colony Maya Constitutional monarchy Democracy City state Absolute monarchy

	<ul style="list-style-type: none"> • I know that I need to think critically about a historical source in order to assess its reliability. • I can generate multiple questions to explore, choosing the ones I most want to investigate. • I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. • I understand the importance of preserving historical documents and artefacts. • I know that knowledge about the past is constantly improving as historians make more discoveries. • I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. 			
<p>Year 5 Local study</p>	<ul style="list-style-type: none"> • I can find out about significant individuals and their role in either The Slave Trade or the abolition of slavery: William Wilberforce, Mary Prince, Oluhdah Equiano, Edward Colston • I can complete a study of Bristol's role in the slave trade including linked buildings and place names, the role of the port and the river, the slave grave in Henbury Church. • I can debate regarding the places in Bristol with names linked to the 	<ul style="list-style-type: none"> • I know what the slave trade was, including the transatlantic triangle, and reasons for it: know the trade e.g. slaves for natural resources (to UK), manufactured goods including weapons (to Africa) and slaves (to Americas) • I know that by the year 600, England was • divided into seven kingdoms, each with an • independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. • I know who King Alfred was and why he was 	<ul style="list-style-type: none"> • I can create a timeline to include the first African slaves taken to Portugal, Elizabethan exploration of the Americas, the first slave voyage to the Americas, colonial plantations in the Caribbean, abolition committee, France's 	<ul style="list-style-type: none"> • Oppression • cotton, sugar, tobacco, spices • Vikings • Peace treaty • Danelaw

	<p>slave trade and whether there should be a statue of John Cabot</p> <ul style="list-style-type: none"> • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. 	<ul style="list-style-type: none"> • dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country 	<p>involvement in the abolition of slavery, abolition of slavery in UK.</p> <ul style="list-style-type: none"> • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. 	
Year 6	<ul style="list-style-type: none"> • I can evaluate the importance of some of the inventions of the Victorian period. • I can describe what medical care would have been like before the Victorian era. • I can research some key individuals who made improvements in medical care during the Victorian era. • I can suggest reasons why leisure pursuits are different today. • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. 	<ul style="list-style-type: none"> • I know who Queen Victoria was and why she was important. • I can describe what Queen Victoria was like as a person. • I can explain what the Industrial Revolution was, giving examples of how the Industrial Revolution affected the population of Britain. • I can identify the positive and negative effects of the Industrial Revolution. • I can describe ways in which medical care was improved during the Victorian era. • I can name some inventions and inventors of the Victorian era. 	<ul style="list-style-type: none"> • I can describe some of the main events in the life of Queen Victoria. • I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> • Empire • Civilisation • parliament and • peasantry • continuity and change • Cause and consequence • Similarity, difference and significance. • Ancient Greece

	<ul style="list-style-type: none"> • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 		<ul style="list-style-type: none"> • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians
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