

St Raphael' Catholic Primary School
History Key Stage 2 - Progressive statements

	<p align="center">Prehistoric Britain</p> <p align="center"><i>changes in Britain from Stone age to Iron age</i></p>	<p align="center">Ancient Civilisations</p> <p align="center">-achievements of the earliest civilisations - overview and in depth study of one of the following Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</p>	<p align="center">Ancient Greece</p> <p align="center"><i>-study of Ancient Greek life and achievements and their influence on the western world</i></p>	<p align="center">Invaders Including Romans, Vikings and Anglo-Saxons</p> <p align="center">- <i>The Roman Empire and it's impact on Britain</i></p> <p align="center">- <i>Britain's settlement by Anglo-Saxons and Scots</i></p> <p align="center">- <i>struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p align="center">A non-European society that provides a contrast with British history</p> <p align="center"><i>-one chosen from Islamic civilization, Bagdad AD900, Mayan civilization AD 900 Benin West Africa AD900-1300</i></p>	<p align="center">Local History Study</p> <p align="center"><i>- a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i></p> <p align="center">- a local history study</p>
	<ul style="list-style-type: none"> ○ I can suggest suitable sources of evidence for historical enquiries. ○ I can give a broad overview of life in Britain from ancient until medieval times. ○ I can place events, artefacts and historical figures on a time line using dates. ○ I can use dates and terms to describe events ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate inform 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can suggest suitable sources of evidence for historical enquiries. ○ I can place events, artefacts and historical figures on a time line using dates. ○ I can use dates and terms to describe events ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can suggest suitable sources of evidence for historical enquiries. ○ I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ○ I can place events, artefacts and historical figures on a time line using dates. ○ I can use dates and terms to describe events ○ I can use literacy, numeracy and computing skills to 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can suggest suitable sources of evidence for historical enquiries. ○ I can describe different accounts of an historical event, explaining some of the reasons accounts may differ. ○ I can give a broad overview of life in Britain from ancient until medieval times. ○ I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ○ I can place events, 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can suggest suitable sources of evidence for historical enquiries. ○ I can place events, artefacts and historical figures on a time line using dates. ○ I can use dates and terms to describe events ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past ○ I can use appropriate historical vocabulary to communicate, 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can suggest suitable sources of evidence for historical enquiries. ○ I can describe different accounts of an historical event, explaining some of the reasons accounts may differ. ○ I can describe changes which have happened in the locality of the school throughout history. ○ I can give a broad overview of life in Britain from ancient until medieval times. ○ I can place events, artefacts and historical figures on

	ation about the past.		a good standard in order to communicate information about the past.	artefacts and historical figures on a time line using dates. <ul style="list-style-type: none"> ○ I can use dates and terms to describe events ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ chronology 	including: <ul style="list-style-type: none"> ○ dates ○ chronology. 	a time line using dates. <ul style="list-style-type: none"> ○ I can use dates and terms to describe events ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ chronology.
	<ul style="list-style-type: none"> ○ I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. ○ I can use evidence to ask questions and find answers to questions about the past. 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ○ I can describe the social, ethnic, cultural or religious diversity of past society. ○ I can use literacy, numeracy and computing skills to a good standard in 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ○ I can suggest causes and consequences of some of the main events and changes in history. ○ I can describe the social, ethnic, cultural or religious diversity of 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ○ I can compare some of the times studied with those of other areas of interest around the world. ○ I can describe the social, ethnic, cultural or religious diversity of 	<ul style="list-style-type: none"> ○ I can use evidence to ask questions and find answers to questions about the past. ○ I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ○ I can suggest causes and consequences of some of the main events and changes in history. ○ I can use literacy, numeracy and computing skills to a good standard in

			<p>order to communicate information about the past.</p>	<p>past society.</p> <ul style="list-style-type: none"> ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. ○ I can understand the concept of change over time, representing this, along with evidence, on a time line. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ time period ○ era ○ change 	<p>past society.</p> <ul style="list-style-type: none"> ○ I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. ○ I can understand the concept of change over time, representing this, along with evidence, on a time line. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ time period ○ era ○ change 	<p>order to communicate information about the past.</p> <ul style="list-style-type: none"> ○ I can understand the concept of change over time, representing this, along with evidence, on a time line. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ time period ○ era ○ change
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	<p>Prehistoric Britain</p> <p><i>changes in Britain from Stone age to Iron age</i></p>	<p>Ancient Civilisations</p> <p>-achievements of the earliest civilisations - overview and in depth study of one of the following Ancient Sumer, Indus Valley, Ancient Egypt, Shang Dynasty of Ancient China</p>	<p>Ancient Greece</p> <p><i>-study of Ancient Greek life and achievements and their influence on the western world</i></p>	<p>Invaders Including Romans, Vikings and Anglo-Saxons</p> <p><i>- The Roman Empire and it's impact on Britain</i></p> <p><i>- Britain's settlement by Anglo-Saxons and Scots</i></p> <p><i>- struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p>A non-European society that provides a contrast with British history</p> <p><i>-one chosen from Islamic civilization, Bagdad AD900, Mayan civilization AD 900 Benin West Africa AD900-1300</i></p>	<p>Local History Study</p> <p><i>- a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</i></p> <p>- a local history study</p>
	<ul style="list-style-type: none"> ○ I can use sources of evidence to deduce information about the past. ○ I can seek out and analyse a wide range of evidence in order to justify claims about the past. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 	<ul style="list-style-type: none"> ○ I can use sources of evidence to deduce information about the past. ○ I can seek out and analyse a wide range of evidence in order to justify claims about the past. ○ I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade 	<ul style="list-style-type: none"> ○ I can use sources of evidence to deduce information about the past. ○ I can seek out and analyse a wide range of evidence in order to justify claims about the past. ○ I can understand that no single source of evidence gives the full answer to questions about the past. ○ I can describe the social, ethnic, cultural or religious diversity of past society. ○ I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ○ I can use appropriate 	<ul style="list-style-type: none"> ○ I can use sources of evidence to deduce information about the past. ○ I can seek out and analyse a wide range of evidence in order to justify claims about the past. ○ I can understand that no single source of evidence gives the full answer to questions about the past. ○ I can refine lines of enquiry as appropriate. ○ I can describe the social, ethnic, cultural or religious diversity of past society. ○ I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ○ I can describe the political, technological 	<ul style="list-style-type: none"> ○ I can use sources of evidence to deduce information about the past. ○ I can seek out and analyse a wide range of evidence in order to justify claims about the past. ○ I can understand that no single source of evidence gives the full answer to questions about the past. ○ I can describe the social, ethnic, cultural or religious diversity of past society. ○ I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ○ I can use appropriate 	<ul style="list-style-type: none"> ○ I can use sources of evidence to deduce information about the past. ○ I can seek out and analyse a wide range of evidence in order to justify claims about the past. ○ I can understand that no single source of evidence gives the full answer to questions about the past. ○ I can refine lines of enquiry as appropriate. ○ I can identify continuity and change in the history of the locality of the school. ○ I can describe the main changes in a period of history (using terms such as: social, religious,

<ul style="list-style-type: none"> ○ I can use original ways to present information and ideas. 	<ul style="list-style-type: none"> ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. 	<ul style="list-style-type: none"> ➤ historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<ul style="list-style-type: none"> al and cultural). ○ I can use dates and terms accurately in describing events. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<ul style="list-style-type: none"> historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. 	<ul style="list-style-type: none"> political, technological and cultural). ○ I can use dates and terms accurately in describing events. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○
<ul style="list-style-type: none"> ○ I can identify periods of rapid change in history and contrast them with times of relatively 	<ul style="list-style-type: none"> ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates 	<ul style="list-style-type: none"> ○ I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of 	<ul style="list-style-type: none"> ○ I can refine lines of enquiry as appropriate. ○ I can describe the characteristic features of the 	<ul style="list-style-type: none"> ○ I can compare some of the times studied with those of the other areas of interest around the world. 	<ul style="list-style-type: none"> ○ I can refine lines of enquiry as appropriate. ○ I can identify continuity and change in the

	<p>little change.</p> <ul style="list-style-type: none"> ○ I can identify periods of rapid change in history and contrast them with times of relatively little change. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can select suitable sources of evidence, giving reasons for choices. ○ I can use sources of info to form testable hypotheses about the past. 	<ul style="list-style-type: none"> ○ time period ○ era ○ chronology ○ continuity ○ change ○ century ○ decade ○ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can select suitable sources of evidence, giving reasons for choices. ○ I can use sources of info to form testable hypotheses about the past. 	<p>men, women and children. Describe the main changes in a period of history (using terms e.g. social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can select suitable sources of evidence, giving reasons for choices. ○ I can use sources of info to form testable hypotheses about the past. ○ I can understand the concepts of continuity 	<p>past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history (using terms e.g. social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> ○ I can identify periods of rapid change in history and contrast them with times of relatively little change. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can select suitable 	<ul style="list-style-type: none"> ○ I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ○ I can describe the main changes in a period of history (using terms e.g. social, religious, political, technological and cultural). ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can select suitable sources of evidence, giving reasons for choices. 	<p>history of the locality of the school.</p> <ul style="list-style-type: none"> ○ I can identify periods of rapid change in history and contrast them with times of relatively little change. ○ I can use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ chronology ➤ continuity ➤ change ➤ century ➤ decade ➤ legacy. ○ I can use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ○ I can use original ways to present information and ideas. ○ I can select suitable sources of evidence, giving reasons for choices. ○ I can use sources of info to form testable hypotheses about the past. ○ I can show an
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			<p>and change over time, representing them, along with evidence, on a time line.</p>	<p>sources of evidence, giving reasons for choices.</p> <ul style="list-style-type: none"> ○ I can use sources of info to form testable hypotheses about the past. ○ I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. ○ I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<ul style="list-style-type: none"> ○ I can use sources of info to form testable hypotheses about the past. ○ I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. ○ I can give a broad overview of life in Britain and some major events from the rest of the world. 	<p>awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <ul style="list-style-type: none"> ○ I can give a broad overview of life in Britain and some major events from the rest of the world.
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