

		Key Stage 2		
		LEARNING PROGRESSION		
<b>Overarching Themes — LEGACY EVERYDAY LIFE TRANSPORT</b>	<b>Historical Concept</b>			
		<b>Chronological and Causation</b>	I can begin to understand that the past is divided into different named periods of time.	I can place events, people and changes of British, local and world history on a timeline.
			I can use dates to explain British, local and world history.	I can accurately set out different events on to a timeline.
			I can start to use a timeline that identifies different centuries.	I can appreciate that some major events in the past caused a major change to the British landscape e.g. Roman occupation, Industrial Revolution.
			I can use appropriate dates and chronological conventions, e.g., BC, BCE and AD.	I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.
			I can put artefacts or information in chronological order from a long time ago.	I can use a timeline in relation to the unit of work being studied.
	I understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore.		I can use words and phrases such as century, decade, era, a long time ago.	
	<b>Historical Enquiry</b>	I can explain how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.		
		I can use a variety of sources to collect information about the past.	I can recognise the impact that bias has on historical events.	
		I can suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.	I understand that historical recounts are prone to exaggeration.	
		I can explain that there are different types of evidence and sources that can be used to help represent the past.	I can look at more than two versions of the same event or story in history and identify differences.	
		I can develop informed responses about one aspect of life.	I can investigate different accounts of historical events and explain some of the reasons why the accounts may be different.	
			I can begin to talk about the impact of a past action on our lives today.	
	<b>Interpretation and Significance</b>		I can talk about similarities and differences between different times in the past according to the periods of history studied.	
		I can observe and use pictures, photographs and artefacts to find out about the past.	I can appreciate the difference between primary and secondary sources of evidence.	
		I can start to use stories or accounts to distinguish between fact and fiction.	I can use a range of sources to collect information about the past.	
		I can explain that there are different types of evidence and sources that can be used to help represent the past.	I can develop informed responses about one aspect of life.	
		I can investigate different accounts of historical events and explain some of the reasons why the accounts may be different.		
I can begin to talk about the impact of a past action on our lives today.				
	I can talk about similarities and differences between different times in the past according to the periods of history studied.			

# KS2 - History Curriculum Overview

	Cycle A		
Unit Theme	Ancient Greeks	Romans	Homes Over Time
Unit Question	What did the Ancient Greeks bring to the world?	How did Britain change between the end of the Iron Age and the end of the Roman occupation?	How have our homes changed over time?
Significant Person	Gods—Zeus, Hera, Poseidon, Aphrodite	Julius Caesar/ Claudius	
Overarching Thread	<b>LEGACY</b>	<b>EVERYDAY LIFE</b>	<b>TRANSPORT</b>
I know that/how to...	<p>I know what evidence there is that the Ancient Greeks were more advanced than Ancient Britons.</p> <p>I know what the Ancient Greeks introduced that we benefit from today.</p> <p>I know how the Ancient Greeks were influenced by their Gods.</p> <p>I know what every day life was like for the Ancient Greeks.</p> <p>I know what the main characteristics were of the Spartans and the Athenians.</p>	<p>I know what the Romans found when they first arrived in Britain.</p> <p>I know what evidence there is that the Romans came to Britain at all.</p> <p>I know what we mean by the 'Romanisation' of Britain.</p> <p>I know what the Romans did to improve Britain.</p> <p>I know why the Romans left Britain.</p>	<p>I know how the way we prepare food has changed over time.</p> <p>I know how the utensils we use in the kitchen have changed over time.</p> <p>I know how technology has changed the way we live.</p> <p>I know how the telephone, television and the way we heat our home has changed over time.</p> <p>I know how the area outside our homes i.e. garden has changed over time.</p>
Vocabulary	<p>philosophy</p> <p>Athenians</p> <p>Spartans</p> <p>democracy</p> <p>Zeus</p> <p>olympics</p>	<p>centurion</p> <p>Londinium</p> <p>Romanisation</p> <p>invade</p> <p>aqueduct</p> <p>senate</p>	<p>mangle</p> <p>dolly</p> <p>pantry</p> <p>stove</p> <p>couch</p> <p>scullery</p>

# KS2 - History Curriculum Overview

	Cycle B		
Unit Theme	Stone Age to Iron Age	Egyptians	History of Stoke
Unit Question	How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	Why was the Ancient Egyptian civilisation ahead of its time?	How did Stoke grow to be the city it is today?
Significant Person		Tutankhamun	Josiah Wedgwood
Overarching Thread	LEGACY	EVERYDAY LIFE	TRANSPORT
I know that/how to...	<p>I know what has helped us to build a picture of what happened during the stone age period.</p> <p>I know the key differences between the stone, bronze and iron ages.</p> <p>I know what the significance was of the discovery of iron ore and the invention of the wheel.</p> <p>I know why the creation of Iron Age Hill Forts was so important.</p> <p>I know what we mean by the term hunter gatherers.</p>	<p>I know what has happening in Britain when the Ancient Egyptians were at their most powerful.</p> <p>I know how archaeologists helped us know what happened in Ancient Egypt and elsewhere.</p> <p>I know what we know about other great civilisations of this time.</p> <p>I know how and why the Ancient Egyptians were influenced by their Gods.</p> <p>I know why the powerful Egyptians created a culture of slavery.</p>	<p>I know what we know about Stoke's origins.</p> <p>I know how Stoke grew through the 18th century.</p> <p>I know the impact the pottery industry had and still has today on Stoke-on-Trent.</p> <p>I know why the Pottery Riots happened and why it was significant.</p> <p>I know how Stoke on Trent improved in the 19th and 20th century.</p> <p>I know about people from Stoke-on-Trent and how they have influenced society.</p>
Vocabulary	<p>hunter gatherers</p> <p>settlement</p> <p>Iron Age forts</p> <p>Skara Brae</p> <p>Stonehenge</p> <p>archaeologists</p>	<p>pharaohs</p> <p>pyramid</p> <p>hieroglyphs</p> <p>vizier</p> <p>sarcophagus</p> <p>papyrus</p>	<p>Industrial Revolution</p> <p>industry</p> <p>riot</p> <p>Chartist</p> <p>colliers</p> <p>Josiah Wedgwood</p> <p>century</p>