

Progressive Objectives of knowledge

Our progressive objectives show what pupils should know and be able to do in each aspect of history by the end of each of our mixed age classes. These are used to support planning and the ongoing assessments of pupils’ work. The 4 key concepts of Political, Invasion, Social and Economic are revisited throughout these units to allow pupils to make links and draw comparisons between different periods in history

<p>Class 1 EYFS and Year 1</p>	<p>I can talk about the lives of people around me and in society</p> <p>I can talk about similarities and differences between things in the past and now (Toys celebrations, key roles of people past and present, grandparents lives) Social</p> <p>I can talk about and understand the past through settings, character and events encountered in books read in class and storytelling (Remembrance Day – Invasion)</p> <p>I can complete a study about significant historical buildings and people from our local area (Bank Hall) Social</p> <p>I can complete a study about significant historical event from the UK – Great Fire of London Economic</p> <p>I can give examples of things that were different when my grandparents were children Economic</p> <p>I know about a famous historical person and can explain why they are famous- Florence Nightingale; Walter Tull (local) Social</p>
<p>Class 2 Year 2 and 3</p>	<p>I can recount and order the life of a famous historical figure (George Stephenson)</p> <p>I can explain why a historical figure was important and how they changed things. Monarchs of UK inc Elizabeth 1; Henry VIII + Political</p> <p>I can describe significant events beyond living memory and explain cause and consequence</p> <p>I can research and complete a study about historical facts from our local area (Our school and village) Social Economic</p> <p>I can complete a study about local historical person from our local area (Learie Constantine) Political</p> <p>I can describe the change in Britain between the Stone Age and Iron Age (relating to the key concepts)</p> <p>I can explain how we know about life in Stone Age and Iron Age Britain Social</p> <p>I can give an overview of the Roman Empire and the power of its army Invasion</p> <p>I can explain the impact of the Roman invasion and settlement(relating to our key concepts)</p>
<p>Class 3 Year 4 and 5</p>	<p>I can explain where the Anglo- Saxons came from and why they invaded Britain and describe the impact this had on the life in Britain (relating to key concepts)</p> <p>I know why Vikings invaded Britain and why they were so successful Invasion</p> <p>I can explain the struggle between Anglo Saxons and the Vikings for the kingdom of England Social</p> <p>I can research and complete a study about significant historical events from our local area (Cotton mills – Industrial Preston and wider Lancashire) Economic</p>

	<p>I can tell you the significance of the black death in medieval times. Economic</p> <p>I know about and can explain the influence that Ancient Greek culture had on the world (relating to key concepts)</p> <p>I can give an overview of Ancient Greek culture and history Political</p> <p>I can give an overview of where and when the first civilisations appeared (Ancient Egypt ,Indus valley, sumer) and place it on a timeline. Social</p> <p>I can explain the major achievements of one of the earliest civilisation in depth (e.g. Egypt). (relating to the key concepts)</p>
Class 4 Year 6	<p>I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (World War I and WWII etc...) (relating to the key concepts) Invasion Political</p> <p>I can research and complete a study about significant historical events from our local area (Preston Docks) Economic</p> <p>I can explain how events from our local area had an impact beyond our region (relating to the key concepts) -the transatlantic slave trade – ship called Hope Political Economic</p> <p>I can explain the impact today of a significant person in history (Shackleton) and its influence today. Social</p> <p>I can place a non-European civilisation (Ancient African civilization – Maafi) on a time line along with major historical periods of the same time including British and European history.</p> <p>I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)</p> <p>I can tell you the significance and impact of a non European civilisation on Britain and the world today (Maafi- slave trade) Economic</p>
<p>Children will be taught on a two year cycle with key knowledge and progressive historical skills. Although they are not taught in chronological order in KS2, children are taught chronology and can place their knowledge on a active timeline.</p>	
<p>Key concepts are:</p> <p>Invasion</p> <p>Political</p> <p>Social</p> <p>Economic</p>	