| **Skills** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Chronology** | Pupils can place events of the Great Fire of London in chronological order.Pupils can place events in exploration in chronological order. | Pupils can place events of the Gunpowder Plot in chronological order.Pupils can place the lives of Florence Nightingale and Mary Seacole in chronological order. | Pupils can place the rise of Ancient Egypt in chronological order.Pupils can place the battles of Alexander the Great in chronological order. | Pupils can place the rise of Roman Empire in chronological order.Pupils can place the Viking invasions in chronological order. | Pupils can place the major events of the Middle Ages in chronological order.Pupils can place the monarchs of the Tudor dynasty in chronological order.Pupils can place events in early Islamic civilisation in chronological order. | Pupils can place the major events of the Second World War in chronological order.Pupils can place the rise of the Kingdom of Benin in chronological order. |
| **Historical Vocabulary** | Pupils can apply key historical vocabulary relating to the passing of time- such as before, after, a long time ago. | Pupils can apply key historical vocabulary relating to the Gunpowder Plot.Pupils can apply key historical vocabulary relating to the Crimea War. | Pupils can apply key historical vocabulary relating to:Ancient EgyptCradles of CivilisationThe Indus ValleyPersia and GreeceAncient GreeceAlexander the Great. | Pupils can apply key historical vocabulary relating to the Roman Empire. | Pupils can apply key historical vocabulary relating to the Middle Age, including peasantry, feudalism and parliamentary.Pupils can apply key historical vocabulary relating to the Tudors, including dynasty, Reformation.Pupils can apply key historical vocabulary relating to early Islamic civilisation. | Pupils can apply key historical vocabulary relating to the Second World War.Pupils can apply key historical vocabulary relating to the Kingdom of Benin. |
| **Historical Figures** | Pupils can examine and compare the lives of two historical figures - Christopher Columbus and Neil Armstrong. | Pupils can identify key historical figures and their role in the event - Guy Fawkes.Pupils can examine and compare the lives of two historical figures - Florence Nightingale and Mary Seacole.Pupils can identify key local figures and their role in the band - The Beatles. | Pupils can identify key historical figures within the rise of the Persian Empire - King Darius.Pupils can identify key historical figures within the Greek world - Cleisthenes, Pericles. | Pupils can identify key historical figures and their role in the rise of the Roman Empire - Julius Caesar, Hadrian. | Pupils can identify key historical figures and their role in the rise of Islamic civilisation - Muhammad. | Pupils can identify key historical figures and their role in Second World War - Winston Churchill, Adolf Hitler. |
| **Historical Understanding** | Pupils can identify historical changes within their own living memory - how we travel? How we can explore? | Pupils can compare places from the past to the present - differences in the way of living in 1605 compared to present.Pupils can compare places from the past to the present - differences in the way of living in Liverpool in 1960's compared to present. | Pupils can understand the importance of how trade, religion and writing impacted the rise of civilisations.Pupils can identify and describe changes between specific civilisations.Pupils can understand the importance of trade and travel for the Indus people.Pupils can understand the structure of the Greek world - polis, acropolis, temple.Pupils can recognise and describe developments within the reign of Alexander the Great - mathematics, astrology. | Pupils can identify main features of life in Anglo-Saxon Britain.Pupils can understand the importance of culture, religion and society within Anglo-Saxon culture.Pupils can identify main features of life in Viking Britain.Pupils can recognise the importance of Viking Gods and what they represent. | Pupils can explain the structure of society within the Middle Ages - the feudal system.Pupils can understand the impact of Henry VIII's Reformation on British life then and now.Pupils can recognise and describe developments made during the Elizabethan age - exploration, literature.Pupils can recognise and explain important discoveries and inventions that came from early Islamic civilisation - medicine, science.  | Pupils can explain how life in Britain changed during the Second World War.Pupils can describe some of the beliefs and rituals of people of the Benin Kingdom. |
| **Skills** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Interpretations****of History** | Pupils can compare places from the past to the present - how has London changed?Pupils can analyse a historical source, applying it to know and understand key features of events - footage of the first landing. | Pupils can recognise the impact of the Gunpowder Plot on our lives today and how it is remembered.Pupils can analyse a historical source, applying it to know and understand key features of events - pictures and videos of the Beatles.Pupils can identify the impact and changes brought by Florence Nightingale and Mary Seacole on national life. | Pupils can explain key aspects of Greek culture - the Gods, language. | Pupils can create historically valid questions about similarity and difference between the Roman Empire and different civilisations.Pupils can choose appropriate sources to answer questions about the Roman Empire; going beyond simple observations.Pupils can choose appropriate sources to answer questions about Viking Britain; going beyond simple observations. | Pupils can examine and compare historical artefacts and writings from the Middle Ages - such as the Canterbury Tales. | Pupils can explain the significance of the Benin Kingdom within African and world history. |
| **Historical Enquiry** | Pupils can analyse a historical source, applying it to know and understand key features of events - Samuel Pepys diary.Pupils can identify historical changes within their own living memory - how life in Speke Hall has changed.**Speke Hall Visit** Pupils can examine and compare historical artefacts. | Pupils can analyse a historical source, applying it to know and understand key features of events - hospitals in the Crimea War compared to now.**John Lennon Airport** Pupils can examine and compare historical artefacts. | Pupils can create historically valid questions about similarity and difference between different civilisations. Pupils can examine and compare historical artefacts and art of ancient civilisations. | Pupils can examine and compare historical artefacts and art of Anglo-Saxons. | Pupils can choose appropriate sources to answer questions about the Middle Ages; going beyond simple observations.Pupils can choose appropriate sources to answer questions about early Islamic civilisation; going beyond simple observations. | Pupils can understand how our knowledge of the past is constructed from a range of perspectives and sources – including cultural, economic, military, political, religious and social history. Pupils can examine and compare historical artefacts and artwork from the Benin Kingdom. |