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| **Pupils Should** | Beginning to | Can | Can confidently |
| continue to develop a chronologically secure knowledge and understanding of British, local and world history. |  |  |  |
| establish clear narratives within and across the periods they study |  |  |  |
| note connections, contrasts and trends over time. |  |  |  |
| develop the appropriate use of historical terms. |  |  |  |
| regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. |  |  |  |
| construct informed responses that involve thoughtful selection and organisation of relevant historical information. |  |  |  |
| understand how our knowledge of the past is constructed from a range of sources |  |  |  |

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| **Pupils should be taught about** | Beginning to | Can | Can Confidently |
| changes in Britain from the Stone Age to the Iron Age |  |  |  |
| the Roman Empire and its impact on Britain |  |  |  |
| Britain’s settlement by Anglo-Saxons and Scots |  |  |  |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  |  |  |
| a local history study |  |  |  |
| study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |  |  |
| the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |  |  |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world |  |  |  |
| a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |  |  |  |