

Bugle History Progression of Knowledge and Skills

Year A

Key Stage One

AUTUMN TERM



I can place events and artefacts on a timeline.	I can observe or handle some evidence to ask questions and find answers to questions.	I can explain some reasons why certain technology was manufactured.	I can describe how technology has changed and how it has continued over time.	I can use pictures and film footage to find out about technology in the past compared to now.	I can describe and begin to talk about key events of a significant person/time.
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Core Knowledge

I know that technology has changed over the past 60 years. I know what the term technology means and how we use it in our everyday lives.

Lesson One: How can we find out about the past? (Evidence and Interpretation)

I know that technology use to be different than what it is now.

Lesson Two: How has technology changed how we write? (Historical Significance)

I know that I can communicate differently now than in the past (typewriter).

Lesson Three: How has technology changed how we talk? (Change and Continuity)

I know that telephones have changed over time and the differences between them.

Lesson Four: How has technology changed how we are entertained? (Chronology)

I know that television has changed and how. Thinking about channels and colour/black and white.

Lesson Five: Who are the important inventors in the history of technology? (Cause and Consequence)

I know the impact of Tim Berners-Lee on life today.

Lesson Six: How has technology changed our lives in the last 60 years? (Similarity and Difference)

I know the similarities and differences between technology and how it has changed over time.

SPRING TERM



I can place explorative events on a timeline.	With support, I can use evidence of explorers lives to ask questions about the past.	I can discuss the causes of exploring and what we found out from exploration.	I can describe changes over a period of time.	I can use pictures and stories to find out about the past and compare different explorations.	I can name significant explorers from the past.
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Core Knowledge

I know that key individuals, including Charles Darwin and Neil Armstrong, have had a huge impact on everyone in the world through exploration.

Lesson One- How can we find out about the past? (Evidence and Interpretation)

I know that sources, such as pictures, can help me to explore the past.

Lesson Two- Why do people explore? (Cause and Consequence)

I know people have explored in different ways, such as ships to submarines, as technology has changed over time.

Lesson Three- Who are the important explorers of the past? (Historical Significance)

I know that people can have such a huge impact, they are remembered today through statues and memorial days.

Lesson Four- What are the famous explorations of the past? (Chronology)

I know that significant explorations have developed and become more ambitious over time.

Lesson Five- Can we compare different explorations? (Similarity and Difference)

I know that whilst technology used for exploration has changed over time, there are key themes in explorers across history.

Lesson Six- How have explorations changed over time? (Change and Continuity)

I know that humans have used advancing technology to explore more inhospitable parts of our planet and beyond.

SUMMER TERM

KS1	Core Knowledge				
	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference
 Hospitals and healthcare (Significant individuals and local individuals) How did Florence Nightingale and Edith Cavell help to improve hospitals?	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can describe changes and the historical events they led to. I can identify some of the different ways the past has been represented.	I can describe significant people and events from the past and explain why they are important.

Core Knowledge

I know that women such as Florence Nightingale and Edith Cavell have had a significant impact on how hospitals and healthcare have changed over time.

Lesson One- How can we find out about the past? (Evidence and Interpretation)

I know that there are historical sources, like photos and videos that can help me find out about the past.

Lesson Two- Who was Florence Nightingale, and why was she important? (Historical Significance)

I know that Florence Nightingale is known as the 'founder of modern nursing'.

Lesson Three- Who was Edith Cavell, and why was she important? (Historical Significance)

I know that Edith Cavell is a famous wartime nurse who helped soldiers no matter which side they fought on.

Lesson Four- When did Florence and Edith become significant? (Chronology)

I know that Florence became famous after the Crimean War whilst Edith became famous after World War One.

Lesson Five- Why did Florence and Edith act the way they did? (Cause and Consequence)

I know that Florence and Edith were compassionate people who showed others the importance of being this way.

Lesson Six- How has the past been represented? (Similarity and Difference)

I know that different sources can show similarities and differences between the past and now.

Lesson Seven- How did Florence and Edith change our hospitals? (Change and Continuity)

I know that Edith's compassion was a model for the creation of the NHS and Florence modelled the attributes and professionalism now required of all nurses

AUTUMN TERM



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events.

Core Knowledge:

I know that daily life changed from the stone Age to the Iron Age.

What was life like in the Palaeolithic and Mesolithic eras?

Lesson One: How do we know about the Palaeolithic and Mesolithic eras? (Evidence and Interpretation)

I know how we know about life in the Stone Age by using clues from the past.

Lesson Two: What did people eat in the Paleolithic and Mesolithic? (Evidence and Interpretation)

I know what people ate in the past and where it came from

What key changes took place from the Neolithic to the Bronze Age?

Lesson Three: How did the search for food change in the Neolithic? (Change and Continuity)

I know how food gathering changed when farming began.

Lesson Four: What tools were used in the Neolithic era and how did they change? (Historical significance).

I know how metal tools were different from stone tools.

How did daily life change from the Stone Age to the Iron Age?

Lesson Five: How did the Bronze Age move into the Iron Age? (Change and Continuity)

I know what changed when people started using iron instead of bronze.

Lesson Six: What are roundhouses? (Evidence and Interpretation)

I know how roundhouses were built and why people lived in them

Lesson Seven: What is a hillfort? (Evidence and Interpretation)

I know key features of a hill fort and why they are there.

What was life like in the different regions of England during the Stone Age?

Lesson Eight: What was life like in the South West of England during the Stone Age? (Evidence and Interpretation)

I know what life was like for people who lived in the South West region

SPRING TERM



I can place events, artefacts and historical figure on a timeline using dates.

With support, I can use BCE and CE.

I can suggest suitable sources of evidence for historical enquiries.

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 within Ancient Egypt.

I can begin to explain the concept of change over a long period of history.

I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.

I can suggest suitable sources of evidence for historical enquiries.

I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.

Core Knowledge:

I know that early civilisation started within Egypt. I know and I am about to talk about Egyptian gods, afterlife, pyramids and the greatest Pharaoh in Egypt's History.

How did Early Egypt begin and what was it like there?

Lesson One: What is the chronology of Ancient Egypt? (Evidence and Interpretation)

I know the chronology of Egypt. I can understand BCE and CE.

Lesson Two: What was life like in early Egypt? (Evidence and Interpretation)

I know how the upper and lower kingdoms united as one.

Lesson Three: Did the Ancient Egyptians write anything down? (Evidence and Interpretation)

I know how Egyptians wrote and the importance of scribes in Egyptian society.

How did Ancient Egypt change during the Old Kingdom?

Lesson Four: Who were the Egyptian gods? (Historical significance)

I know the spirituality of Ancient Egypt and what they believed in.

Lesson Five: What did the Ancient Egyptians believe about the afterlife? (Cause and consequence)

I know how the dead were treated. I know what Egyptians believed happened to a soul once it had moved into the afterlife.

Lesson Six: How were the pyramids built? (Evidence and Interpretation)

I know theories on how the pyramids were built and able to use historical reasoning to infer which theory seems the most plausible.

What changes took place from the Old Kingdom up to the end of the Egyptian Empire?

Lesson Seven: What were the consequences of invasion on the Old Kingdom of Ancient Egypt? (Cause and consequence)

I know how the Old Kingdom fell, due to the invasions of neighbouring countries.

Lesson Eight: What were the successes of the New Kingdom? (Similarity and difference)

I know how the New Kingdom rose and how Egypt was led to defeat its enemies.

Lesson Nine: Who was Ramses II? (Historical significance)

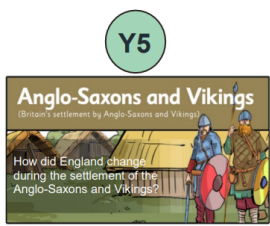
I know who Ramses II was and his historical significance to Egypt and its successes.

Lesson Ten: How did the Egyptian Empire end? (Cause and consequence)

I know the main political and social battles that led to the decline of the Egyptian empire.

Year 4/ 5

AUTUMN TERM

 Y5 Anglo-Saxons and Vikings (Britain's settlement by Anglo-Saxons and Vikings) How did England change during the settlement of the Anglo-Saxons and Vikings?	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.

Core Knowledge

I know that the Anglo-Saxons and Vikings were two of the most successful invading people who changed Britain until the Norman Conquest in 1066.

Lesson One- **What was life like in England at the end of the 4th Century?** (Cause and Consequence)

I know that Rome was struggling to hold power in Britain due to the warring British tribes.

Lesson Two- How did life change in England after the fall of the Roman Empire? (Historical Significance)

I know that after the Romans left, British people warred and were invaded by many different people too.

Lesson Three- Why did the Angles, Saxons and Jutes settle in Britain? (Cause and Consequence)

I know that people settled in England to find better farming, new homes, to fight and because some were invited to defeat Celtic tribes.

Lesson Four- How was Anglo-Saxon Britain ruled? (Evidence and Interpretation)

I know that England was divided into seven Kingdoms and the Welsh and Cornish were pushed to the extremities of the island.

Lesson Five- How did the Anglo-Saxons keep control of their kingdoms? (Similarity and Difference)

I know war and money were important in maintaining control of a kingdom.

Lesson Six- What shifts in religion and power were there and how do we know this? (Change and Continuity)

I know that English Kingdoms had slowly converted to Christianity and Viking invasion challenged this rule.

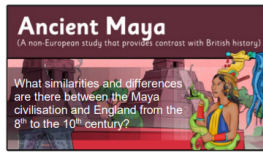
Lesson Seven- Who were the Vikings and why did they carry out raids in Anglo-Saxon England? (Historical Significance)

I know that the Vikings were overseas raiders who came to England seeking gold, jewels and land.

Lesson Eight- Where did the Vikings settle and who was in control of England at the time? (Evidence and Interpretation)

I know the Vikings ended up controlling almost all of England and ruled it under 'Danelaw' but King Athelstan wrestled back control.

SUMMER TERM



I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	I can describe causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.
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Core Knowledge:

I know who the Maya people were and where they lived in the world. I know why they were so successful.

How did the Maya rule in the Classic period?

Lesson One: Where and when did the Maya live? (Chronology)

I know where in the world Maya people lived and when.

Lesson Two: What made the Maya civilisation so successful? (Historical Significance)

I know what Maya had access to and how this helped them to build, to farm and to solve problems.

Lesson Three: How do we know about the Maya? (Evidence and Interpretation)

I know Mayan artefacts and I can say what they tell us about Maya way of life.

Lesson Four: How were the Maya ruled? (Similarity and Difference)

I know how the Maya people were ruled, who held the power and who was the most important in Maya society.

How was the Maya region like England leading up to the 10th century?

Lesson Five: How was Anglo Saxon England ruled? (Historical Significance)

I know the difference between Anglo-Saxon England and the Maya Civilisation.

Lesson Six: What do we know about the Maya City States and the Anglo Saxon Kingdoms? (Evidence and Interpretation)

I know the Maya City States and the Anglo-Saxon Kingdoms and how they were ruled.

Lesson Seven: How do the leaders of the Maya and the Anglo-Saxons compare? (Similarity and Difference)

I know the difference between the leaders based on how they defended their lands and the struggles they each faced.

How do the shifting powers compare between the Maya region and Anglo-Saxon England?

Lesson Eight: How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive? (Historical Significance)

I know about the abandonment of the Southern lowlands of the Maya and the impact this had on Northern City States such as Chichen Itza.

Lesson Nine: Who was involved in the struggle for power in England from the 8th to the 10th century? (Cause and Consequence)

What similarities and differences are there between the Maya Civilisation and England from the 8th to the 10th century?

YEAR 6

AUTUMN TERM

Y6

World War II
(Post 1066 Study)

What role did Britain play in World War Two, and how did this impact the outcome of the War?



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Core Knowledge

I know...

Lesson One- (Historical Skill)

I know...

Lesson Two- (Historical Skill)

I know...

Lesson Three- (Historical Skill)

I know...

Lesson Four- (Historical Skill)

I know...

Lesson Five- (Historical Skill)

I know...

Lesson Six- How have toys changed since our older relatives were little? (Historical Skill)

I know that the materials used in toys have changed since my older relatives were young.

SUMMER TERM

Crime and Punishment
(Post 1066 Study)

How has crime and punishment changed over time in Britain?



I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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Core Knowledge

I know that punishments and crimes have changed over time, with the introduction of a police force and fairer laws.

Lesson One- What is crime and punishment? (Chronology)

I know the chronology to gain an overview of crime and punishment from the Roman period to the new millennium within Britain.

Lesson Two- What was crime and punishment like in Roman Britain? (Historical Significance)

I know what crime and punishment was like in Roman Britain, and how Rome laid the foundation for the law and justice system we have today.

Lesson Three- What was crime and punishment like in Anglo-Saxon Britain? (Evidence and Interpretation)

I know what crime and punishment was like in the Anglo-Saxon period and how they used trials of ordeal to test the innocence of criminals.

Lesson Four- What was crime and punishment like in Tudor Britain? (Change and Continuity)

I know how the monarch moved away from the church, taking full control of law and justice.

Lesson Five- What was crime and punishment like in the Stuart period? (Evidence and Interpretation)

I know who James 1 was and his impact on the Stuart period.

Lesson Six- What was crime and punishment like in Georgian Britain? (Cause and Consequence)

I know crimes were still harshly punished, however there was a greater emphasis on offenders being sent to prison as a form of a deterrent.

Lesson Seven- What was crime and punishment like in Victorian Britain? (Evidence and Interpretation)

I know what prisons were like this in the Victorian period because we have primary sources that show us

Lesson Eight- How did the police force develop through the 20th century? (Change and Continuity)

I know how the police force developed and changed from the Victorian period to the new millennium.

Lesson Nine- What are crime and punishments like today in comparison to the past? (Similarity and Difference)

I know changes in crime, punishment and the police and compare different periods of time with each other.