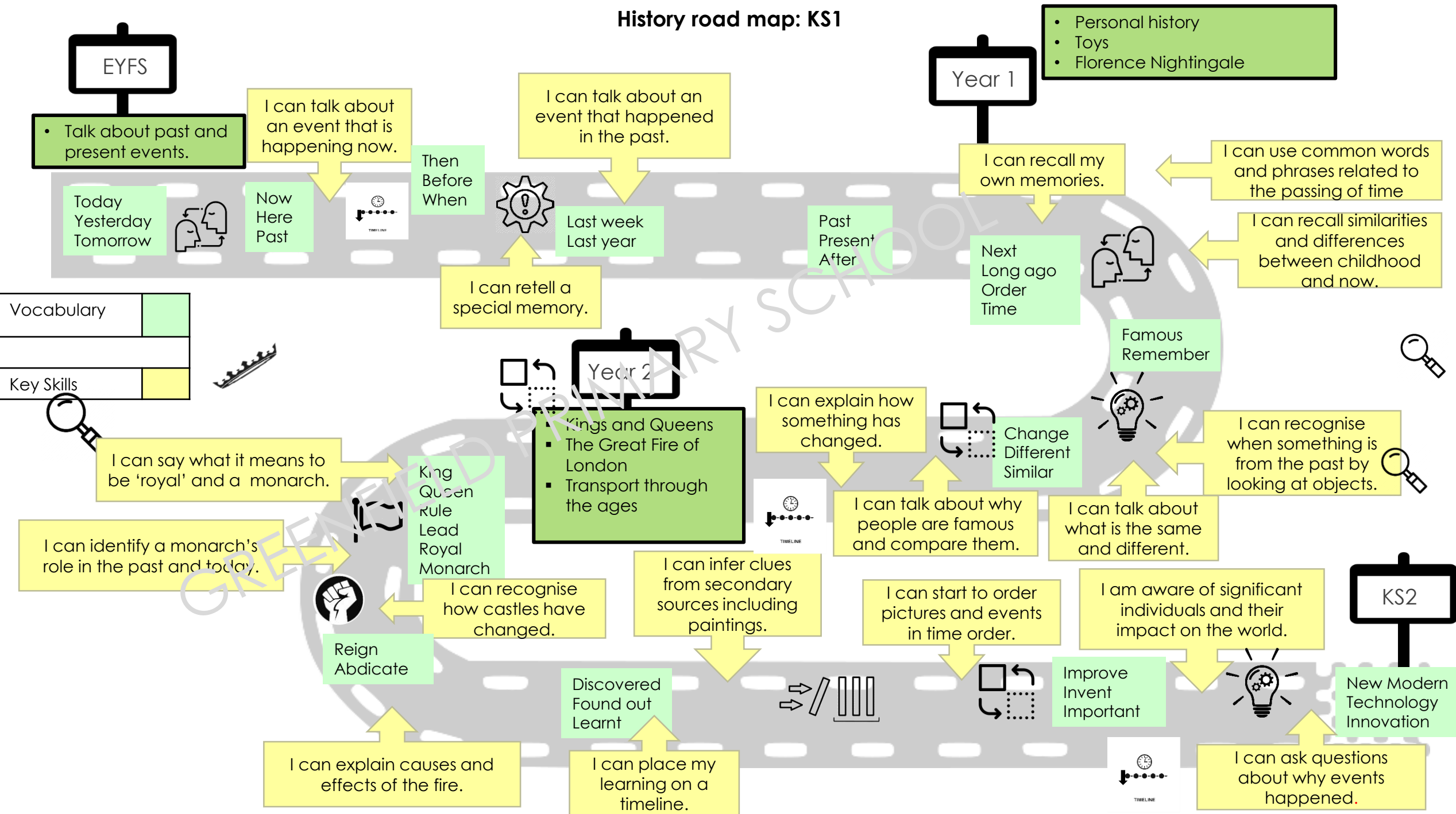


# History road map: KS1



# History road map: LKS2

Year 3

- The Stone Age and Early Britain.
- Romans

Prehistoric  
Ancient  
Discovery  
Historic  
Archaeologist  
Artefact

I can understand that prehistory was a long time ago.

AD  
BC  
Century  
Decade

Ancestor  
Settlement  
Religion  
Culture

I can use evidence to build up a picture of the past.

Empire  
Emperor  
Law  
Society  
Nobility

I can recognise that History is divided into periods (ancient, middle ages and modern).

I can use artefacts to make deductions about prehistoric life.

I can identify changes between periods.

I can begin to understand the concept of invasion and empire.

I can understand the concept of the Roman legacy.

Vocabulary	
Key Skills	

Year 4

- Ancient Egypt.
- Anglo-Saxons

I can make inferences about the daily life of Roman people.

War  
Invasion  
Military

I can begin to identify weaknesses in historical accounts.

I can understand the importance of religion in their lives.

Trade  
Nation

I can describe similarities and differences between previously learnt historical periods.

I can begin to understand how Christianity started to spread.

Civilisation  
Travel  
Overpower

I can discuss Anglo Saxon settlements and the importance of trading.

I can empathise with people from the past based on my knowledge of social structure.



Society  
Civilisation  
Citizens

I can name sources that can be used to find out about beliefs.

I can deepen my understanding of change and cause.

I can begin to develop chronologically secure knowledge of British History.

Compare  
Reliable

Migration  
Invade  
Settle  
Trade

I can explain who the first ruler of Britain was.

Battle  
Religion  
Church  
Demise

UKS2

I can understand the different ways that society was organised.

I can begin to understand that there is contestability in our knowledge of the past due to archaeological findings.



# History road map: UKS2

Year 5

- Mayans
- Vikings
- Ancient Greece

Rules/laws  
Society  
Alliance  
conquest

I can understand that big change can be brought about by conflict.

I can understand that advancements in trade, science and technology can be the cause of change.

I can compare versions of different Viking sagas.

I can use archaeological remains to learn about Maya life.

I can identify achievements of the Maya civilisations and why they are important.

I can aware of the different beliefs that different times, cultures and groups hold.

I can evaluate the achievements of the Vikings.

I can recognise that historians' assumptions can change when new evidence comes to life.

Vocabulary	
Big Question	
Key Skills	

Year 6

- Crime and Punishment.
- Herstory
- Richard III

I can explain how the concept of democracy was introduced.

Research  
Question  
Pattern  
Continuity  
Debate

I can recognise that different periods in history have different characteristics.

I can investigate crime and punishment in periods of history previously studied.

Historic  
Source  
Reliable  
Artefact

I can interpret primary and secondary sources and consider their reliability.

I can be aware of how life in Ancient Greece differed to other ancient civilisations.

I can understand that people of the past were inventive and sophisticated in thinking.

I can show empathy when deciding whether historical punishments fit the crime

I can compare different legal systems in British history.

Interpret  
Compare  
Significant  
Contestable  
Bias

I can compare the significance of historical female figures.

Perspective  
Empathise  
Revolt  
Protest  
Democracy

I can understand 'bias' in secondary sources when researching historic event

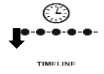
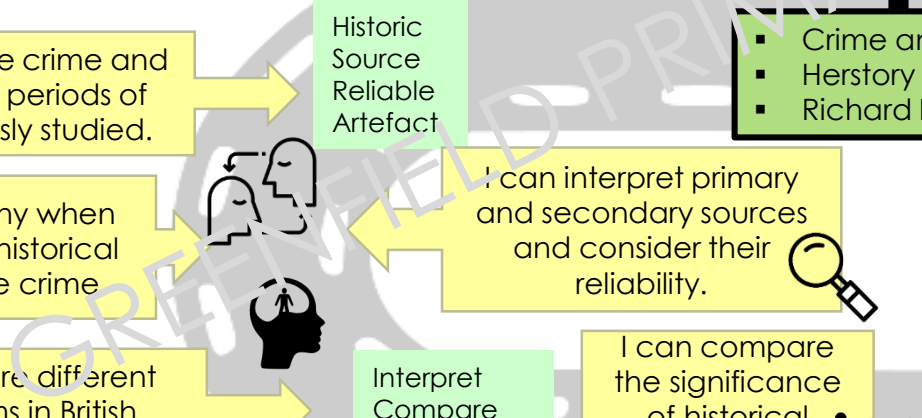
KS3

I can be empathetic towards women's viewpoints in British history.

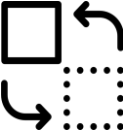












I can consider the issue of reliability when considering propaganda.

I can order events within a dynasty in English history.

I can consider how archaeologists identify historical remains.



## History Icons

Change		Power	
Cause and Effect		Conflict	
Perspective		Royalty	
Empathy		Nation	
Research		Innovation	
Significance			
Contestability			
Order	 TIMELINE		