

Hanley St Luke's History Progression of Skills Overview 2026



"I have come that they may have life and have it to the full." (John 10:10)

Curriculum Drivers

Careers	English	Behaviour	Leadership	Outdoor	Christian Life	STEM	Attendance
Careers: I Plan and Explore. I can use decision-making skills to plan my learning in order to explore the world of work and my place in it. I Explore I Plan	English: I Achieve I can read at least five times a week to develop fluency, confidence and a love of reading. I can achieve a greater understanding of texts we study through questioning and comprehension. I Achieve	Behaviour: I Decide I can decide on my best option and opportunities to form positive long-term relationships. I Decide	Leadership: I Focus. I can focus on my values and interests to help support the teachers who help me to learn. I Focus	Outdoor: I Discover I can apply my knowledge and skills to discover my strength and talents to learn through the outdoor provision. I Discover	Christian Life: I Achieve I can achieve together in love and faith with Christ at the centre of our mission together. All children of all faiths, abilities and personalities are empowered to thrive and succeed. I Achieve	STEM: I Discover and Explore I can take part in STEM opportunities such as scientific enquiry and maths reasoning in order to get STEM jobs in the future. I Discover I Explore	Attendance: I Decide I know that being at school as much as possible on time helps me to learn. I Decide



Termly Driver Focus



I Discover: young people discover their strengths and talents
I Explore: young people explore the world of work and their place in it.

I Focus: young people focus on their values and interests
I Plan: young people use decision-making skills to plan their learning and career programs

I Decide: young people decide on their best options and opportunities
I Apply: young people apply their skills and knowledge to their learning and career planning

	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
	- I can label timelines with words such as: past, present, older and newer. - I can recount changes that have occurred in my own life. - I can place explorative events on a timeline. - I can place events and some artefacts on a timeline. - I can place events and artefacts on a timeline. - I can place events, artefacts and people on a timeline. - I can begin to use some dates where appropriate. - I can place events, artefacts and historical figures on a timeline. - I can use dates where appropriate.	- I can look at sources and ask: "What was it like for people?", "What happened?", "What was this used for?", "How long ago?" - With support, I can use evidence of explorers' lives to ask questions about the past. - With support, I can observe or handle some evidence to ask questions about the past. - I can observe or handle some evidence to ask questions and find answers to questions. - I can observe or handle evidence to ask questions and find answers to questions about the past. - I can begin to explain why evidence can be trusted (such as Samuel Pepys' Diary).	- I can discuss causes that lead to toys changing. - I can discuss the causes of exploring and what we found out from exploration. - I can begin to explain why monarchs built castles and what the consequences of these actions were. - I can explain some reasons why certain technology was manufactured. - 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 explain the causes of the Great Fire of London and what the consequences were.	- I can say which toys have stayed the same and which toys have changed over time. - I can describe changes over a period of time. - I can describe changes and historical events. - I can describe how technology has changed and how it has continued over time. - I can describe changes and the historical events they led to. - I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	- I can compare toys using pictures from the past and present. - I can use pictures and stories to find out about the past and compare different explorations. - I can compare the similarities and differences between different castles. - I can use pictures and film footage to find out about technology in the past compared to now. - I can use pictures, stories and film footage to find out about the past. - I can identify some of the different ways the past has been represented. - I can use artefacts and diary entries to compare similarities and differences.	- I can name a significant toy from the past. - I can name significant explorers from the past. - I can begin to talk about key events of a significant king/queen or castle. - I can describe and begin to talk about key events of a significant person/time. - I can describe significant people and events from the past and explain why they are important. - I can describe significant people from the past and explain why they are important. - I can name a monarch.	

General Vocabulary Across KS1:

significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century

Topic Specific Vocabulary:

Great Fire of London: Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral

Kings, Queens & Castles: king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror

Changes in Technology: technology

Changes in Toys: favourite

Year 3 and 4

	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	- 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	- I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. - I	- With support, I can begin to explain the concept of change over a long period of history. - I can begin to explain the	- I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. - I can	I can discuss the importance of people and events in time and the significant impact they had on British	

	correct age. With support, I can use BCE. I can place events, artefacts and historical figures on a timeline using dates. With support, I can use BCE and CE. I can use BCE and CE. I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	prehistoric evidence. 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 suitable sources for historical enquiry. I can begin to discuss the reliability of sources. I can suggest more than one suitable source for historical enquiry.	can suggest causes and consequences of some of the main events within Ancient Egypt. I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	concept of change over a long period of history. I can explain the concept of change over time and represent this with evidence. I can explain the concept of change over time, when the Romans arrived in Britain, and represent this with evidence.	compare the similarities and differences between the New and Old Kingdoms of Ancient Egypt. I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	archaeological thought. I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support). I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).
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General Vocabulary: archaeologist, artefacts, continuity, significant, chronology

Stone Age: agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement

Ancient Egypt: archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade

Ancient Greece: civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious

The Romans: archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic

Year 5 and 6

	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 dates and terms accurately in describing events and people. - I can use dates and terms accurately in describing events. - I can describe the main changes in a period of history. - I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	- 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 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 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	- I can describe causes of invasion in Britain and what the consequences were. - I can describe causes of events and their consequences in Ancient Maya. - I can describe some of the causes and consequences of World War 2. - I can describe the social causes of crime and punishment. - I can describe the consequences of crimes.	- 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 explain the concepts of continuity and change over time. - I can identify periods of rapid change in history and contrast them with times of relatively little change. - I can identify changes in crime and punishment. - I can analyse why these changes happened using terms such as: social,	- I can compare similarities and differences between Anglo-Saxon and Viking culture. - I can compare the similarities and differences between civilisations and cultures. - I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history. - I can compare similarities and differences in crime and punishments over time. - I can compare the main changes in a period of	- 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. - I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - I can describe the social, ethnic, cultural or religious diversity of past society.	

		the past. • I can analyse a wide range of evidence in order to justify claims about the past. • With support, I can refine lines of enquiry as appropriate.		religious, political, cultural and technological. • I can use appropriate historical vocabulary to communicate change and continuity.	history with the present day.		
Anglo-Saxons & Vikings: aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe Ancient Islamic Civilisations: World War II: republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron Crime & Punishment: crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation							