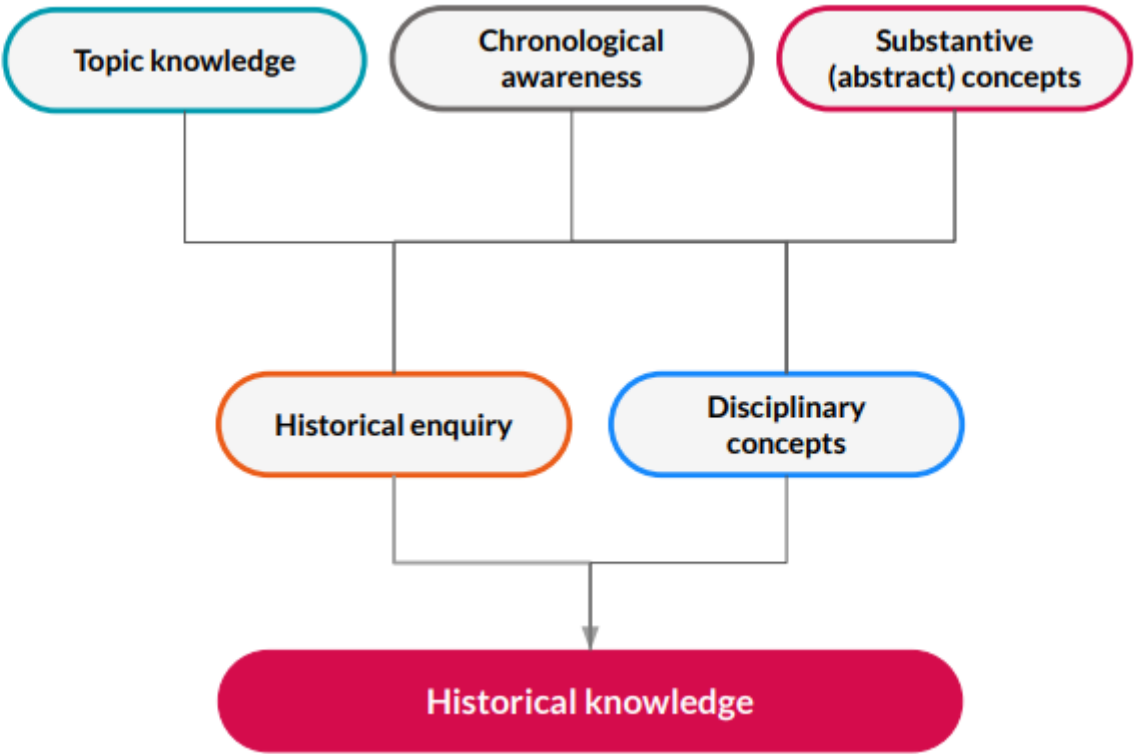


History Progression at Lea Community Primary School

Substantive knowledge strands



Disciplinary strands

Substantive Knowledge strands

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic knowledge							
Vocabulary	<p>Who Am I? Family, brother, sister, mum, dad, grandma, grandad, old, young, live</p> <p>Where do I live? Preston, street, road, community, park, local area</p> <p>Who makes the rules? Royalty, Queen Elizabeth, rules, Headteacher, police force, police officer</p> <p>How do we travel? Train, transport, car, bicycle, motorbike, steam train</p> <p>Should we welcome others?</p>	<p>How am I making history? Siblings, parent, grand parent, great grandparent, childhood, time capsule</p> <p>What were toys like in the past? Toy, wooden, plastic, metal, mohair</p> <p>How have explorers changed the world? Explorer, exploration, achievement, discovery, transport, equipment, yacht, voyage, solo, North Pole, resilience, determination, qualities, coat of arms</p>	<p>How was school different in the past? School, log book, textbook, blackboard, abacus, slate, chalk, pen and ink, stove</p> <p>How did we learn to fly? Inventor, flight</p> <p>What is a monarch? Monarch, power, ruler, absolute monarchy, anointing, armed forces, attack, bailey battle, battlements, Bayeux, Tapestry, ceremony, concentric, castle, constitutional, monarchy, conquer, coronation, crowning,</p>	<p>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Skara Brae, Orkney Islands, hearth, settlement, flint, roundhouse, chief, metalwork -copper, bronze, gold, tin, mining, trade (a job requiring manual skills) arrowheads, import, export, trade (buying and selling goods/services) exchange goods, barter</p> <p>British history 2: Why did the Romans settle in Britain?</p>	<p>What did the Egyptians believe? Civilisation, Delta, Egypt, Lower Egypt, Upper Egypt, River Nile, Delta Atum, creation story, Horus, Isis, Nun, Osiris, Ankh, Anubis, Book of the Dead, hieroglyphs, Osiris, papyrus, weighing of the heart, Skemet Ra Casing stones, Pharaoh, foundations, limestone, blocks, pulley, pyramid, quarrying ramps, amulet, canopic jars, embalmer, immortal, linen, natron, preserve, resin, sarcophagus</p>	<p>British history 5: What was life like in Tudor times? House of Lancaster, House of York, Battle of Bosworth, tyrant, execute Tower of London, heir Royal Progress, nobles, litter, dunghill, mace, procession, trading laws, court, town, clerk, pageant, courtiers, noblemen, valuation, parchment, quill, pen parlour, chamber, buttery, merchant, pewter, free, enslaved, tournament, shilling</p>	<p>What does the census tell us about our local area? head of the household, title, scholar, enumerator, condition, cotton mill worker, overlooked, joiner, can-hooker, carding, piecer, flax, yarn, linen, nobbins, severance pay, compensation, income, workhouse, suffragette, governess</p> <p>British history 6: What was the impact of World War II on the people of Britain? Appeasement, Treaty of Versailles, reparations, allies, disarm, debt,</p>

	<p>Moving, migration, respect, empathy</p> <p>Can you fly me to the moon?</p> <p>Astronaut, Neil Armstrong, Apollo 11, NASA</p> <p>Was the Giant misunderstood?</p> <p>Misunderstood, interpret, evil</p> <p>Who Is Mary Anning?</p> <p>Palaeontology, palaeontologist, Lyme Regis, Skeleton, Jurassic coast, dinosaur, extinct, pre-historic, Pterosaur, Itchyosaur, Plesiosaur, Mary Anning, science, fossil</p>		<p>defend, earl, fortified, manor, house, gatehouse, government, head of state, invade, investing, keep</p>	<p>Briton, Romans, Celts, enslaved, tin, togas, settlers, Picts, pilum, galea, armour, scutum, caligae, gladius, tunic, legionary, legion, legatus, cohort, century, centurion, formation, testudo, wedge, tablet, aqueduct, state, legal system</p> <p>How have children's lives changed?</p> <p>apprentice/ apprenticeship, master, occupation, politicians, parliament, poverty, ragged, schools life expectancy, plague, living conditions, sanitation, working conditions, working hours, factory owners, chaffing, wheat, oath, mine/miner/ mining, trapper, bird scarer, hurrier, servant, housemaid, wealthy, wages, textile, mill, bill, pass (pass a bill) reform act, The Factory Act, The Coal Mines Act, The Chimney Sweepers Act</p>	<p>British history 3: How hard was it to invade and settle in Britain?</p> <p>Angles Saxons Jutes Picts invasion Britons Romans empire longships wattle and daub Wessex claimants kingdom Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound Christianity missionaries Pope peasants</p> <p>British history 4: Were the Vikings raiders, traders or settlers?</p> <p>Trader, engineer, raider, Anglo-Saxon, chronicle, ballast, hull, keel, mast, longboat, oars, Rudder, garnet, Hedeby, Jorvik, quernstone, Danelaw, paganism, sacred</p>	<p>What did the Greeks ever do for us?</p> <p>Mediterranean Sea, Aegean Sea, Ionian Sea, Mount Olympus, Zeus, Hera, Aphrodite, Poseidon, Demeter, Athena, Apollo, Artemis, Hephaestus, Hermes, Dionysus, democracy, oligarchy, location, city-state, Athens, Sparta, landlocked, assembly, direct democracy, representative, democracy, philosophy, formula, ethics, logic, legacy, impact</p> <p>How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Abandon, Classic period, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest</p>	<p>unrest, prosperity, RAF, Luftwaffe, sorties, Operation Sealion, bomb aimer, scramble, The Blitz, air raid shelter, Anderson shelter, blackout, evacuation, Women's Auxiliary Air Force (WAAF), Women's Royal Naval Service (WRNS), Air Transport Auxiliary (ATA), Auxiliary Territorial Service (ATS), Special Operations Executive (SEO), Women's Land Army Women's Liberation Movement</p> <p>Unheard histories: Who should go on the banknote?</p> <p>Issuing, bank, remarkable, remembered, watermark</p>
<p>Knowledge</p>	<p>Who Am I?</p> <p>To look at personal chronology. To look at photographs from the past and talk about them.</p> <p>Where do I live?</p> <p>To investigate what the local area looked like in the past and talk about the things that have changed and things that have stayed the same.</p> <p>Who makes the rules?</p> <p>To look at the role of the Headteacher within the school and discuss the importance of having rules. To look at Queen Elizabeth II and talk about the significance of her reign. To discuss the</p>	<p>How Am I Making History?</p> <p>To look at personal chronology and find out about the past within living memory. To examine photographs and ask questions. To look at simple timelines extending back to before they were born.</p> <p>How have toys changed?</p> <p>To sequence toys into a physical timeline. To investigate artefacts from the past and begin to pose questions. To learn how teddy bears have changed and consider what toys may be like in the future.</p>	<p>How was school different in the past?</p> <p>To find out that schools have been in the locality for a long time but they have not always been the same. To look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> <p>How did we learn to fly?</p> <p>To develop a knowledge of events beyond living memory, reinforcing chronological understanding by looking at significant</p>	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p> <p>To look at the chronology of mankind from the Stone Age to today. To use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. To identify the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p> <p>Why did the Romans settle in Britain?</p> <p>To develop a chronological awareness of AD and</p>	<p>What did the ancient Egyptians believe?</p> <p>To develop an awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids. To learn the place of the ancient Egyptians in time. To learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. To learn how the ancient Egyptians explained the existence of the world using their creation story.</p>	<p>What was life like in Tudor England?</p> <p>To compare Henry VIII and Elizabeth I. To learn about the changing nature of monarchy. To learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. To use Tudor inventories to investigate whether people were rich or poor. To learn about what life was like for people living in Tudor times.</p> <p>What did the Greeks ever do for us?</p>	<p>What does the census tell us about our local area?</p> <p>To investigate local history during the Victorian period. To carry out an enquiry using the census, parish register, and factory records. To learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events. To plan a historical enquiry and research a local family.</p> <p>What was the impact of WW2 on the people of Britain?</p>

	<p>role of police officers and how they keep us safe by enforcing important rules.</p> <p>Should we welcome others? To read stories which demonstrate the importance of welcoming others. To begin to develop an awareness of migration/ invasion. To discuss what has been read and share opinions and interpretations.</p> <p>How do we travel? To learn about transports from the past and compare them to the present day transport.</p> <p>Can you fly me to the moon? To learn about Neil Armstrong being the first man to walk on the moon. To understand the significance of the historical event.</p> <p>Was the Giant misunderstood? To begin to understand your opinion may be different to others. To understand that people may interpret things in different ways.</p> <p>Who Is Mary Anning? To learn about the significance of Mary Anning and her discoveries. To examine sources of evidence and discuss our thoughts and opinions.</p>	<p>How have explorers changed the world? To find out about events and people beyond living memory. To focus on explorers and what makes them significant. To create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. To discuss ways in which significant people could be remembered.</p>	<p>events in the history of flight on a timeline. To learn about the individuals who contributed to the history of flight.</p> <p>What is a monarch? To find out about the role of a monarch. To compare the monarchy today with the monarchy in the past. To investigate how William the Conqueror became King and learn how he used castles to rule. To study different types of castles and consider how these evolved over time.</p>	<p>BC. To investigate why the Romans invaded Britain and how the Celts reacted to the invasion. To learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. To compare Roman life to today.</p> <p>How have children’s lives changed? To investigate changes in children’s lives through time and learn how spare time, children’s health and work have changed. To explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>	<p>How hard was it to invade and settle in Britain? To develop an understanding of why people invade and settle. To learn about the Anglo-Saxon invasion and Viking raids. To learn about Anglo-Saxon beliefs and how christianity spread. To investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p> <p>Were the Vikings raiders, traders or settlers? To gain an understanding of different societies. To learn about the Vikings. To develop a chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. To use new types of sources and historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>To investigate the city states of Athens and Sparta and identify the similarities and differences between them. To use different sources of evidence to learn about democracy and compare this to the ways in which other civilisations are governed. To consider the legacy of the ancient Greeks. To learn about the Olympic games, architecture, art and theatre.</p> <p>How did the Maya civilisation compare to the Anglo-Saxons? To extend knowledge of civilisations. To compare and contrast the Maya to Britons at the time. To develop a chronological awareness of how the Maya fit into the timeline of mankind. To learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. To gain a deeper understanding of the growth of empires and also learn why the Maya Empire declined.</p>	<p>To extend chronological knowledge beyond 1066. To learn about how World War II changed British society. To learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. To use a range of sources which are new to them including video and photographs. To reconstruct the feelings of those living on the home front in World War II and consider how migrants helped the war effort.</p> <p>Who should go on the £10 banknote? To investigate why historical figures are on banknotes. To learn about the criteria for historical significance. To participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.</p>
--	--	---	---	---	---	---	---

Chronological awareness							
Vocabulary	Now, today, yesterday, tomorrow, old, new, morning, afternoon, evening	Present, past, recent, timeline, lifetime, future, date, before, last week/month/year/day, memory, within living memory, beyond living memory, sequence, modern, after long ago	Decade, Anglo-Saxon	AD- Anno Domini, BC- Before Christ, period, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, duration, Old Kingdom, Middle Kingdom, New Kingdom, Late period, Ptolemaic period, chronology	Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066)	Minoan Civilisation, Mycenaean Period - The period, Dark Ages, Archaic Period, Classical Golden Period, Hellenistic Period	<i>(revise vocabulary taught in previous year groups)</i>
Knowledge	<p>To know that ‘the past’ is events that have already happened.</p> <p>To know how to use past and present tense whilst having a conversation.</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at ‘now’ on a timeline then look back.</p> <p>To know that ‘the present’ is time happening now.</p> <p>To know that within living memory is 100 years.</p>	<p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time.</p>	<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To know that BC means before Christ and is used to show years before the year 0.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p>	<p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p>	<p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p>
Skills	<p>Sequencing two or three events in their own life.</p> <p>Sequencing two or three events from stories that have been read.</p>	<p>Sequencing three or four events in their own life</p> <p>Using common words and phrases for the passing of time</p> <p>Sequencing three or four artefacts/photographs from different periods of time.</p>	<p>Sequencing six artefacts on a timeline.</p> <p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on</p>	<p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.</p>	<p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Sequencing eight to ten artefacts,</p>	<p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Placing the time, period of history and context on a timeline.</p>	<p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Relating current study on timeline to other periods of history studied.</p>

		<p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</p>	<p>times studied in Year 1.</p> <p>Beginning to recognise how long each event lasted.</p> <p>Knowing where people/events studied fit into a chronological framework.</p>	<p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p>	<p>historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</p>	<p>Understanding the term “century” and how dating by centuries works.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work. #</p> <p>Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians</p>	<p>Comparing and making connections between different contexts in the past.</p> <p>Sequencing 10 events on a timeline.</p>
Substantive concepts (abstract)							
Power	<p>To understand why we have rules.</p> <p>To know who makes rules.</p> <p>To know that a King/ Queen is a very important person in Britain.</p>		<p>To know that a monarch in the UK is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs.</p>	<p>To know who became the first ruler of the whole of England.</p> <p>To understand the expansion of empires and how they were controlled across a large empire.</p> <p>To understand some reasons why empires fall/collapse.</p>	<p>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p>	<p>To understand how the monarchy exercised absolute power.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To know that there are different reasons for the decline of different empires.</p>	<p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that there are changes in the nature of society</p>
Achievements	<p>To know who Mary Anning is.</p> <p>To begin to understand what an achievement is and be proud of our own.</p> <p>To know about Neil Armstrong landing on the moon.</p>	<p>To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)</p> <p>To know some achievements and discoveries of significant individuals (e.g. explorers).</p>	<p>To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel).</p> <p>To know the legacy and contribution of some inventions (e.g. flight).</p> <p>To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).</p>	<p>To be able to identify achievements and inventions that still influence our lives today from Roman times.</p>	<p>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>	<p>To understand that people in the past were as inventive and sophisticated in thinking as people today.</p> <p>To know that new and sophisticated technologies were advanced which allowed cities to develop.</p>	<p>To understand the impact of war on local communities.</p> <p>To know some of the impacts of war on daily lives.</p>
Migration	<p>To understand that some people may move to different parts of the world.</p>			<p>To know that there were different reasons for invading Britain.</p>	<p>To know that settlement created tensions and problems.</p>		<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p>

	To know the importance of welcoming others.			<p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that there are different reasons for migration.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	To understand the impact of settlers on the existing population.		<p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to Britain over time.</p>
Civilisation	<p>To know some features of the local area.</p> <p>To understand that the local area has not always looked like it does today.</p>			<p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>	To understand how invaders and settlers influence the culture of the existing population.	To understand that there are differences between early and later civilisations.	<p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To be able to compare development and role of education in societies.</p> <p>To be able to compare education in different cultures, times and groups.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To understand the changing role of women and men in Britain.</p>
Childhood	To understand that there are similarities and differences between their childhoods and the childhood of their grandparents.	<p>To understand that there are similarities and differences between their childhoods and the childhoods in the past.</p> <p>To compare how children's toys have changed over time.</p>	To compare the development of school life over time.	To understand the changing role of the lives of children in Britain.			To understand that impact of the war on children's lives.

Disciplinary strands

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disciplinary concepts							
Change and continuity	<p>Begin to understand how the locality has changed over time.</p> <p>Identify what is the same about the locality.</p> <p>Explore the seasonal changes.</p>	<p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some things will change and some things will stay the same.</p>	<p>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p>	<p>Identifying reasons for change and reasons for continuities.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Identifying the links between different societies.</p> <p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p>	<p>Identifying what the situation was like before the change occurred.</p> <p>To know that change can be brought about by advancements in trade.</p> <p>Describing the changes and continuity between different periods of history.</p>	<p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p>	<p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between different societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</p>

		To know that everyday objects have changed over time.					
Cause and consequence	<p>Explore the consequences of different sand/ water resources.</p> <p>Ask a range of questions.</p>	<p>Asking why things happen and beginning to explain why with support.</p> <p>To know that everyday objects have changed as new materials have been invented.</p>	<p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>To know that changes may come about because of improvements in technology.</p>	<p>Identifying the consequences of events and the actions of people.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change</p>	Identifying reasons for historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes.	<p>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</p> <p>To know that members of society standing up for their rights can be the cause of change.</p>
Similarities and differences	<p>Knowing some similarities and differences between things they needed as a baby and now.</p> <p>To compare how some occupations have changed and how they have stayed the same.</p> <p>To compare transport from the past to now.</p>	<p>Being aware that some things have changed and some have stayed the same in their own lives. .</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</p>	<p>Knowing some things which have changed / stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p>	<p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p>	Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Making links with different time periods studied.	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Describing change throughout time.</p>

Historical significance	To recall special events they have experienced in their own lives.	<p>Recalling special events in their own lives.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p>	<p>Discussing who was important in a historical event.</p> <p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p>	<p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p>	<p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p>	<p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</p>	<p>Explain the significance of events, people and developments</p> <p>To know how historians select criteria for significance and that this changes.</p>
Sources of evidence	<p>Using photographs and artefacts to ask questions about the past.</p> <p>Begin to understand we can find out things about the past through books, videos, photographs and objects.</p>	<p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g. artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know that artefacts can tell us about the past.</p> <p>To know that we remember some (but not all) of the events that we have lived through.</p>	<p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>Identifying a primary source</p> <p>To know that we can find out about how places have changed by looking at maps.</p> <p>To know that historians use evidence from sources to find out more about the past.</p>	<p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying sources which are influenced by the personal beliefs of the author.</p>	<p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p>	<p>Recognising primary and secondary sources.</p> <p>Using a range of sources to find out about a particular aspect of the past.</p>	<p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</p> <p>To know that a census is carried out every ten years and is an official survey of the population which records every person living in a household on a specific date.</p> <p>To understand the types of information that can be extracted from the census.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To understand some of the key terms on the census, for example,</p>

							<p>scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p>
Historical interpretations	<p>Begin to understand you can see things from a different point of view (e.g. during play/ stories/ characters).</p>	<p>Beginning to identify different ways to represent the past (e.g. photos, stories).</p> <p>Developing their own interpretations from historical artefacts.</p> <p>To know that the past can be represented in photographs.</p>	<p>Recognising different ways in which the past is represented (including eye-witness accounts).</p> <p>Comparing pictures or photographs of people or events in the past.</p> <p>Developing their own interpretations from photographs and written sources.</p> <p>To know that the past is represented in different ways.</p>	<p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p>	<p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Evaluating the usefulness of different sources.</p> <p>Independently using textbooks to gain historical knowledge.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. #</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</p>	<p>Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Evaluating the interpretations made by historians.</p> <p>To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</p> <p>To understand that there are different interpretations of historical figures and events.</p>
Historical enquiry							
Vocabulary	<p>Ask, sort, special, group, same, different</p>	<p>Investigate, explain, question, artefacts, object, compare/ comparison, interview, photograph, similar/similarity, different/ difference, change, same event, remember, memory, celebration</p>	<p>Sources, primary source, evidence, contrast, historic, historically significant, eye witness account, eye witness</p>	<p>Secondary source, remains, certainty, possibility, confirm, prove, informed guess, archaeological evidence, reconstruction, continuity, historical significance, criteria, interpretation, inference, observation, deduction, legacy</p>	<p>Observation, inference, deduction, life, expectancy, significant, propaganda, evaluate, rank, bias, one-sided, balanced, viewpoint, perspective, cause, consequence, events, impact, conclusion, enquiry, supporting evidence, credibility</p>	<p>Census, reliable, audience, purpose, accuracy, creator, representation, council, chamber, records, official record, justify, opinion, historical investigation, link, interpretation, will, inventory, value, transcribe, prediction</p>	<p>Church records, court, records, records from places of work, factory records, enumeration books, trustworthy death records, reliability criteria significance</p>

Posing historical questions	<p>Asking simple questions based on stories, events and people.</p> <p>Asking simple questions about sources of evidence (e.g. artefacts)</p>	<p>Asking how and why questions based on stories, events and people.</p> <p>Asking questions about sources of evidence (e.g. artefacts).</p>	<p>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically-valid questions.</p>	<p>Understanding how historical enquiry questions are structured.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p>	<p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p>	<p>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Identifying methods to use to carry out the research.</p>	<p>Asking historical questions of increasing difficulty e.g. who governed, how and with what results?</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p>
Gathering, organising and evaluating evidence	<p>Using sources of information, such as photographs, to answer questions.</p> <p>Making simple observations about the past from a source.</p>	<p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making observations about the past from a source.</p>	<p>Understanding how we use books and sources to find out about the past.</p> <p>Using a source to answer questions about the past.</p> <p>Evaluating the usefulness of sources to a historical enquiry.</p> <p>Selecting information from a source to answer a question.</p> <p>Identifying a primary source.</p>	<p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p>	<p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p>	<p>Distinguishing between fact and opinion.</p> <p>Recognising 'gaps' in evidence.</p> <p>Identifying how sources with different perspectives can be used in a historical enquiry.</p> <p>Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</p>	<p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p>
Interpreting findings, analysing and making connections	<p>Making simple inferences from sources of evidence.</p> <p>Making connections between sources of evidence and things they are familiar with.</p>	<p>Interpreting evidence by making simple deductions.</p> <p>Making inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).</p>	<p>Making links and connections across a unit of study.</p> <p>Selecting and using sections of sources to illustrate and support answers.</p>	<p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p>	<p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p>	<p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Beginning to interpret simple statistical sources.</p>
Evaluating and drawing conclusions	<p>Drawing simple conclusions to answer a question.</p>	<p>Drawing conclusions to answer a question.</p>	<p>Making conclusions about a question using evidence to support.</p>	<p>Recognising similarities and differences between past events and today.</p>	<p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p>	<p>Evaluating conclusions and identifying ways to improve conclusions.</p>	<p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p>
Communicating findings	<p>Drawing pictures to communicate findings.</p>	<p>Communicating findings through discussion and</p>	<p>Communicating answers to questions in a variety of ways, including discussion,</p>	<p>Communicating knowledge and understanding through</p>	<p>Identifying weaknesses in historical accounts and arguments.</p>	<p>Using historical evidence to create an imaginative reconstruction</p>	<p>Communicating knowledge and understanding in an increasingly diverse number of ways, including</p>

	<p>Having discussions with adults and peers using vocabulary such a now and then.</p>	<p>timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)</p>	<p>drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p>	<p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>	<p>discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p>
--	---	--	--	--	--	---	--