



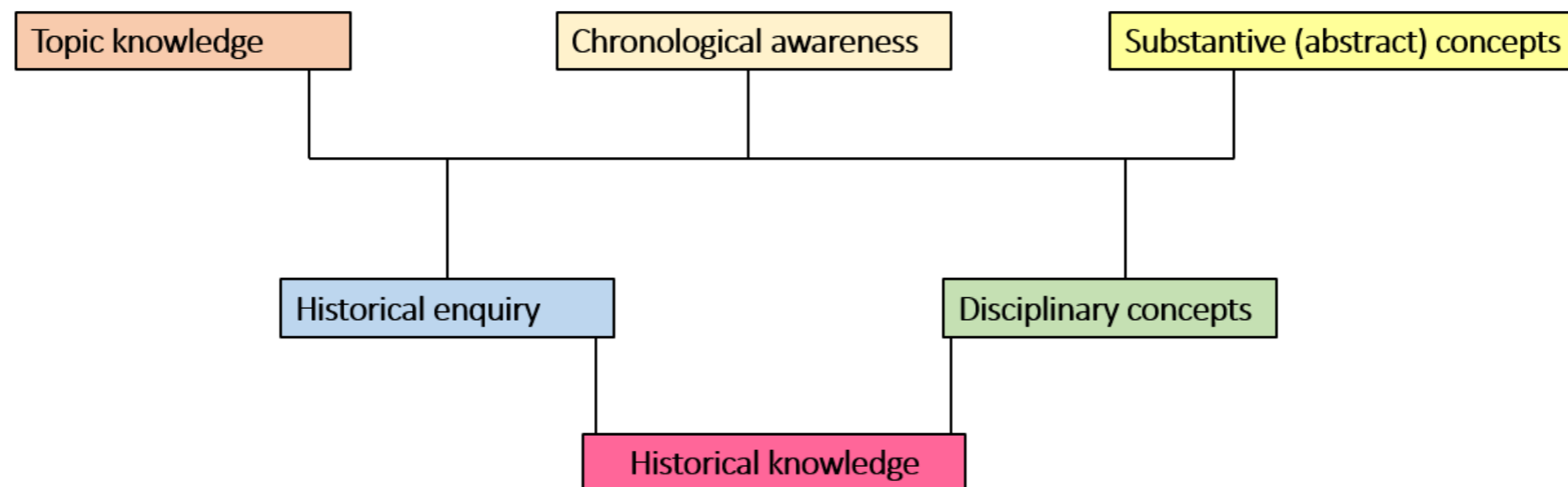
History

National Curriculum

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| <p>Purpose of study A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> | <p>Aims The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. | <p>Key stage 1</p> <ul style="list-style-type: none"> - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] <p>significant historical events, people and places in their own locality.</p> | <p>Key stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - 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 - A 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 - Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>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</p> |
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2024 Curriculum Overview

| | Autumn | Spring | Summer |
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| EYFS | Peek into the past | | Adventures through time |
| Year 1 | <p align="center">How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p> | <p align="center">How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p> | <p align="center">How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p> |
| Year 2 | <p align="center">How were schools different in the past?</p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children’s lives past and present.</p> | <p align="center">How has mankind learnt to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p> | <p align="center">What is a monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> |
| Year 3 | <p align="center">Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p>Looking at the chronology of mankind, children are introduced to Britain’s story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.</p> | <p align="center">How have children’s lives changed?</p> <p>Investigating the changes in children’s lives through time, children learn how children’s spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p> | <p align="center">What did the Ancient Egyptians believe?</p> <p>Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p> |
| Year 4 | <p align="center">Why did the Romans settle in Britain?</p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p> | <p align="center">How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p> | <p align="center">Were the Vikings raiders, traders and settlers?</p> <p>Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author’s viewpoint and explaining how this impacts the accuracy of the source.</p> |
| Year 5 | <p align="center">What was life like in Tudor England?</p> <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p> | <p align="center">What did the Ancient Greeks ever do for us?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p> | <p align="center">How did the Maya civilisation compare to the Anglo-Saxons?</p> <p>Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p> |
| Year 6 | <p align="center">What was the impact of WWII on the people of Britain?</p> <p>Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people’s lives; and evaluating the effectiveness of primary sources.</p> | <p align="center">Women of Worthing: Can women have it all?</p> <p>Comparing the role of women through time and looking at traditional perceptions of women from Victorians to the modern day. They will investigate how the role of women has changed and whether women “can have it all” with work, family life and leisure. They will explore the impact of the Suffragette movement and how this impacted on the experience of women.</p> | <p align="center">Would you rather go to the doctors or the barbers?</p> <p>Investigating the local area of Worthing and how it was impacted through two different epidemics of the Black Death and typhoid. Pupils will look at the changing role of medicine and how beliefs of medicine has changed overtime.</p> |



History Progression of knowledge and skills

Progression of knowledge and skills taken from Kapow

| Skills and knowledge | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|--|--|--|---|---|--|--|
| Historical Knowledge | | | | | | | |
| Autumn | <p>Development matters</p> <p>Comment on images of familiar situations in the past.</p> <p>Characteristics of effective teaching and learning</p> <p>Playing and exploring – Children investigate and experience things, and ‘have a go’.</p> | <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p> | <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children 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>Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain’s story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p> | <p>Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.</p> | <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They learn how both monarchs tried to control the public perception of themselves using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn about what life was like for people living in Tudor times.</p> | <p>Extending their chronological knowledge beyond 1066, children learn about how World War II changed British society. They learn about the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the</p> |
| Spring | <p>Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake.</p> <p>Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <p>Early learning goals</p> | <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and ‘interview’ an old teddy bear before considering what toys may be like in the future.</p> | <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p> | <p>Investigating the changes in children’s lives through time, children learn how spare time, children’s health and work have changed. They 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>Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.</p> | <p>Through investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p> | <p>Investigating local history study of women in Worthing and through time. Children carry out an enquiry using the census, parish register, and factory records. They learn about the changes to the family over a period of time and suggest reasons for these changes, linking them to national events.</p> |

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| <p>Summer</p> | <p>ELG: Understanding the World – Past and Present</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | <p>Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.</p> | <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p> | <p>Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.</p> | <p>Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p> | <p>Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p> | <p>Studying the aspect and theme of medicine and surgery through time. Pupils will learn about the early history of medicine to the history of the NHS. Pupils will learn on the creation of modern public health.</p> |
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Chronological awareness

| <u>Year group</u> | <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| | <p>To know that someone's age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year).</p> <p>Beginning to sequence events when describing them (e.g. daily routines, events in a story)</p> <p>Recognising that some stories are set a long time ago.</p> <p>Recognising significant dates for them (birthday).</p> <p>Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")</p> <p>Recounting activities that happened in their past using photos as a prompt.</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 past is events that have already happened. To know that within living memory is 100 years. 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 what a decade is.</p> | <p>To know history is divided into periods i.e. ancient, middle, modern.</p> <p>To know 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 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 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 Palaeolithic, Mesolithic, Neolithic, bronze age and iron age.</p> | | | <p>To understand the term century and how dating by centuries works. i.e. 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> |

Substantive and abstract concepts (established or agreed factual information)

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Power, monarchy, government and empire | | | <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 understand the development of groups, kingdom and monarchy in Britain.</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 that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand some reasons why empires fall/collapse.</p> | | <p>To understand how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</p> | |
| Achievements and follies of mankind | | <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 how the monarchy exercised absolute power.</p> <p>To understand the process of democracy and parliament in Britain.</p> <p>To understand that different empires have different reasons for their expansion.</p> <p>To understand that there are changes in the nature of society.</p> <p>To know that there are different reasons for the decline of different empires.</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> <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> | |
| Invasion, settlement and migration | | | | <p>To know that there were different reasons for invading Britain.</p> <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 know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p> | | <p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <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 (social and cultural) | | | | <p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and</p> | | <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> | |

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| | | | | <p>consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some 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 the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p> |
| Trade | | | | <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <p>To understand that the traders were the rich members of society.</p> | <p>To know that trade routes from Britain expanded across the world.</p> <p>To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand that the methods of trading developed from in person to boats, trains and planes.</p> <p>To understand the development of global trade.</p> |
| Beliefs | | | | <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p> | <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p> |

Disciplinary concepts (the methods in which information is reached)

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------|---|--|--|--|--|---------------|---------------|
| Change & Continuity | <p>Being aware of changes that happen throughout the year (e.g. seasons, nature).</p> <p>To know that the environment around us changes as time passes.</p> | <p>Being aware that some things have changed and some have stayed the same 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>Recognising some things which have changed / stayed the same as the past.</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>Identifying what the situation was like before the change occurred.</p> <p>Comparing different periods of history and identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</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>Making links between events and changes within and across different time period /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> <p>To know that change can be brought about by conflict.</p> <p>To know that change can be traced using the census.</p> | | |

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| | | <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>To know that everyday objects have changed over time.</p> | | <p>To know that change can be brought about by advancements in trade.</p> | |
| Cause & Consequence | <p>Experiencing cause and effect in play – achieve through continuous provision.</p> | <p>Asking why things happen and beginning to explain why with support.</p> | | <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>To know that the actions of people can be the cause of change (e.g. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p> | <p>Giving reasons for historical events, the results of historical events, situations and changes.</p> <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/differences | <p>Beginning to recognise similarities and differences between the past and today.</p> <p>Using photographs and stories to compare the past with the present day.</p> | <p>Beginning to look for similarities and differences over time in their own lives.</p> | <p>Identifying similarities and difference between ways of life at different times.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Making comparisons with their own lives.</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> <p>Identifying similarities and differences between social</p> | <p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p> <p>Describing change throughout time.</p> |
| Historical significance | <p>Recalling special people in their own lives.</p> <p>To know the names of people that are significant to their own lives.</p> | <p>Recalling special events in their own lives.</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>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> |
| Sources of evidence | <p>Using photographs and stories to compare the past with the present day.</p> <p>Using stories and non-fiction books to find out about life in the past.</p> <p>To know that stories and books can tell us about the past.</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>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</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>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> |

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| | | <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>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>To know that we can make inferences and deductions using images from the past.</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, scholar, ditto, occupation and marital status.</p> <p>To understand how to compare different census extracts by analysing the entries in individual columns.</p> <p>To know that the most reliable sources are primary sources which were created for official purposes.</p> |
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| Historical interpretations | <p>Recognising that different members of the class may notice different things in photographs from the past.</p> <p>To begin to understand that the past can be represented in photographs and drawings.</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>Identifying the differences between different sources and giving reasons for the 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>Evaluating the usefulness of different sources.</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>Evaluating the usefulness of historical sources.</p> <p>Identifying how conclusions have been arrived at by linking sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Addressing and devising historically valid questions.</p> <p>Understanding that different evidence creates different conclusions.</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> |
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Historical Enquiry

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Posing historical questions | <p>Making simple observations about the past from photographs and images.</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>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live?</p> <p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p> | <p>Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live?</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>Making simple observations about the past from photographs and images.</p> | <p>Using sources of information, such as artefacts, to answer questions.</p> <p>Drawing out information from sources.</p> <p>Making simple 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>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source. Comparing and contrasting different historical sources.</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>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source. Comparing and contrasting different historical sources.</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>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>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</p> | |

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| Interpreting findings, analysing and making connections | Making simple observations about the past from photographs and images. | Interpreting evidence by making simple deductions. Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings). | Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers. | Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures and groups of people. Asking questions about the main features of everyday life in periods studied, e.g. how did people live? Creating questions for different types of historical enquiry. Asking questions about the bias of historical evidence. | Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Asking historical questions of increasing difficulty e.g. who governed, how and with what results? Creating a hypothesis to base an enquiry on. Asking questions about the interpretations, viewpoints and perspectives held by others. |
| Evaluating and drawing conclusions | Deciding whether photographs or images (e.g. from stories) depict the past. | Drawing simple conclusions to answer a question. | Making simple conclusions about a question using evidence to support. | Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising similarities and differences between past events and today. | Reaching conclusions which are increasingly complex and substantiated by a (range of sources). Evaluating conclusions and identifying ways to improve conclusions. |
| Communicating findings | Communicating findings by pointing to images and using simple language to explain their thoughts. | Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. 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.) | Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). Using relevant vocabulary in answers. Describing past events and people by drawing or writing. Expressing a personal response to a historical story or event through discussion, drawing or writing. | Communicating knowledge and understanding through discussion, debates, drama, art and writing. Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments. Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today. | Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. Showing written and oral evidence of continuity and change as well as indicting simple causation. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims. |