

Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

History: Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Lydney C of E History Progression Document							
Vision	A caring Christian community where every child achieves a love of life and of learning						
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Questions	All About Me and My Family Once Upon A Time Flora and Fauna in the Garden Corner	How am I making History How have toys changed? How have explorers changed the world?	History – What is a Monarch? How did we learn to fly? How was school different in the past?	Would you prefer to live in the Stone Age, Bronze Age or Iron Age (British History 1) Why did the Romans settle in Britain? (British History 2) How has children's lives changed?	How different were the beliefs in Ancient Egypt How hard was it to invade and settle in Britain (British History 3) Were the Vikings raiders or peace loving settlers (British History 4)	What did the Greeks ever do for us? Migration Why did the Mayan civilisation decline so quickly?	What was life like in Tudor England (British History 5) What was the impact of WW2 on the people of Britain? (British History 6) What does the Census tell us about our local area?
Chronological Awareness							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Skills Chronological Awareness Progression of skills	Reception children will gain History skills through the Knowledge and Understanding of the World strand of the Early Learning Goals.	Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).	Sequencing six artefacts on a timeline. Sequencing six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1.	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term "century" and how dating by centuries works. Putting dates in the correct century. Using relevant	Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Understanding the term "century" and how dating by centuries works. Putting dates in the correct century. Using relevant

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		Sequencing three or four artefacts/ photographs from different periods of time. Matching objects to people from different time periods. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally.	Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework. Understanding generation in a family context.	Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.	Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.	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 Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the	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 Developing a chronologically secure understanding of British, local and world history across the periods studied. Placing the time, period of history and context on a timeline. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the
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				Noticing connections over a period of time. Making a simple individual timeline	Noticing connections over a period of time. Making a simple individual timeline	past. Sequencing 10 events on a timeline	past. Sequencing 10 events on a timeline
Key Knowledge Chronological Awareness Key Knowledge	Reception children will gain History knowledge through the Knowledge and Understanding of the World strand of the Early Learning Goals.	To know that a timeline shows the order events in the past happened. To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years.	To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know that 'generation' means a group of people that are born in the same period	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the	To know that history is divided into periods of history e.g. ancient times, middle ages and modern. To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. To know that BC means before Christ and is used to show years before the year 0. To know that AD means Anno Domini and can be used to show years from the year 1AD. To know that prehistory is the	To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) 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.	To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century) 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.

				period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. 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. To know that the Victorian period is	period of time before written methods and stretches until the Roman invasion in AD43. To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age. To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. 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. To know that the Victorian period is		
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				the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled	the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled		
Substantive (abstract) concepts							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Power (monarchy, government and empire)			To know that a monarch is a king, queen, emperor or sultan. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs.	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why	To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why	To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.	To understand how the monarchy exercised absolute power. To understand the process of democracy and parliament in Britain. To understand that different empires have different reasons for their expansion. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires.

				empires fall/collapse.	empires fall/collapse.		
Achievements and follies of mankind		To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers).	To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware of the achievements of the Ancient Egyptians.	To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware of the achievements of the Ancient Egyptians.	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which	To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop. To understand the impact of war on local communities. To know some of the impacts of war on daily lives. To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which

						allowed cities to develop.	allowed cities to develop.
Invasion, Settlement and migration		No content	No content	To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.	To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time.	To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. To know about the negative and positive experiences that migrants to Britain face.	To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. To know about the negative and positive experiences that migrants to Britain face.

Civilisation (Social and Cultural)		No content	No content	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.	To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.	To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.	To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To be able to compare development and role of education in societies. To be able to compare education in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations.
Trade		No content	No content	To know that communities	To know that communities	To know that trade routes from Britain	To know that trade routes from Britain

				traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and	traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and	expanded across the world. 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). To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of the slave trade and its impact on the people who were slaves.	expanded across the world. 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). To understand that the expansion of trade routes increased the variety of goods available. To understand that the methods of trading developed from in person to boats, trains and planes. To understand the development of the slave trade and its impact on the people who were slaves.
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				ways in different civilisations. To understand that the traders were the rich members of society.	ways in different civilisations. To understand that the traders were the rich members of society.	To understand the development of global trade.	To understand the development of global trade.
Beliefs		No content	No content	To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.	To be aware of the different beliefs that different cultures, times and groups hold. To understand the changing nature of religion in Britain and its impact. To be aware of how different societies practise and demonstrate their beliefs. To be able to identify the impact of beliefs on society.
Disciplinary Concepts							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change and Continuity Skills		Beginning to look for similarities and differences over time in their own lives.	Identifying similarities and difference between ways of life at different times.	Identifying reasons for change and reasons for continuities. Identifying what	Identifying reasons for change and reasons for continuities. Identifying what	Making links between events and changes within and across different time	Making links between events and changes within and across different time

		Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new.	Identifying simple reasons for changes.	the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies.	periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity	periods / societies. Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Describing the links between different societies. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. Analysing and presenting the reasons for changes and continuity
Change and Continuity Knowledge		To know that people change as they grow older. To know that throughout	To know that daily life has changed over time but that there are some	To know that change can be brought about by advancements in	To know that change can be brought about by advancements in	No new knowledge	No new knowledge

		someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time.	similarities to life today.	transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade.	transport and travel. To know that change can be brought about by advancements in materials. To know that change can be brought about by advancements in trade.		
Cause and Consequence Skills		Asking why things happen and beginning to explain why with support.	Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Identifying the consequences of events and the actions of people. Identifying reasons for historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.	Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change.
Cause and Consequence Knowledge		To know that everyday objects have changed as new materials have been invented.	To know that changes may come about because of improvements in technology.	To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).	To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).	To know that members of society standing up for their rights can be the cause of change.	To know that members of society standing up for their rights can be the cause of change.

				To know that advancements in science and technology can be the cause of change.	To know that advancements in science and technology can be the cause of change.		
Similarities and Differences Skills		Being aware that some things have changed and some have stayed the same in their own lives.	Knowing some things which have changed / stayed the same as the past. Finding out about people, events and beliefs in society. Making comparisons with their own lives.	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Identifying similarities and differences between periods of history. Explaining similarities and differences between daily lives of people in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time.
Similarities and Differences Knowledge		To know that there are similarities and differences between their lives today and their lives in the past.	To know that there are explanations for similarities and differences between children's	No new knowledge	No new knowledge	No new knowledge	No new knowledge

		To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past.	lives now and in the past.				
Historical Significance Skills		Recalling special events in their own lives.	Discussing who was important in a historical event.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Recalling some important people and events. Identifying who is important in historical sources and accounts.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.	Identifying significant people and events across different time periods. Comparing significant people and events across different time periods. Explain the significance of events, people and developments.

Historical Significance Knowledge		To know that some people and events are considered more 'special' or significant than others.	To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.	To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come	To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come	No new knowledge	No new knowledge
Sources of Evidence Skills		Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now.	Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above).	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.	Using a range of sources to find out about a period. Using evidence to build up a picture of a past event. Observing the small details when using artefacts and pictures.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.	Recognising primary and secondary sources. Using a range of sources to find out about a particular aspect of the past. Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.

			Identifying a primary source.				
Sources of Evidence Knowledge		To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.	To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.	To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	To know that archaeological evidence can be used to find out about the past. To know that we can make inferences and deductions using images from the past.	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. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how	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. To understand the types of information that can be extracted from the census. To understand that inventories are useful sources of evidence to find out about people from the past. To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how

						to compare different census extracts by analysing the entries in individual columns.	to compare different census extracts by analysing the entries in individual columns.
Historical Interpretations Skills		Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.	Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Independently using textbooks to	Identifying and giving reasons for different ways in which the past is represented. Identifying the differences between different sources and giving reasons for the ways in which the past is represented. Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. Evaluating the usefulness of different sources. Independently using textbooks to	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence	Comparing accounts of events from different sources. Suggesting explanations for different versions of events. Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Developing strategies for checking the accuracy of evidence. Addressing and devising historically valid questions. Understanding that different evidence

				gain historical knowledge	gain historical knowledge	creates different conclusions. Evaluating the interpretations made by historians.	creates different conclusions. Evaluating the interpretations made by historians.
Historical Interpretations Knowledge		To know that the past can be represented in photographs.	To know that the past is represented in different ways.	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. To know that assumptions made by historians can change in the light of new evidence.	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. To know that assumptions made by historians can change in the light of new evidence.	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events
Historical Enquiry Progression of Skills							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Posing historical questions		Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).	Asking a range of questions about stories, events and people. Understanding the importance of historically-valid questions. Evaluating how reliable a source is.	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures	Understanding how historical enquiry questions are structured. Creating historically-valid questions across a range of time periods, cultures	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research.	Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research.

				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.	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.	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	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
Gathering, organising and evaluating evidence		Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source.	Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question.	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a	Using a range of sources to construct knowledge of the past. Defining the terms 'source' and 'evidence'. Extracting the appropriate information from a historical source. Selecting and recording relevant information from a	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence.	Using different sources to make and substantiate historical claims. Developing an awareness of the variety of historical evidence in different periods of time. Distinguishing between fact and opinion. Recognising 'gaps' in evidence.

			Identifying a primary source.	range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.	range of sources to answer a question. Identifying primary and secondary sources. Identifying the bias of a source. Comparing and contrasting different historical sources.	Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.	Identifying how sources with different perspectives can be used in a historical enquiry. Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.
Interpreting findings, analysing and making connections		Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the	Making links and connections across a unit of study. Selecting and using sections of sources to illustrate and support answers	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions	Understanding that there are different ways to interpret evidence. Interpreting evidence in different ways. Understanding and making deductions	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex	Interpreting evidence in different ways using evidence to substantiate statements. Making increasingly complex

		main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).		from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	from documentary as well as concrete evidence e.g. pictures and artefacts. Making links and connections across a period of time, cultures or groups. Asking the question "How do we know?"	interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, draw contrasts and analyse within a period and across time. Beginning to interpret simple statistical sources.	interpretations using more than one source of evidence. Challenging existing interpretations of the past using interpretations of evidence. Making connections, draw contrasts and analyse within a period and across time. Beginning to interpret simple statistical sources.
Evaluating and drawing conclusions		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	Understanding that there may be multiple conclusions to a historical enquiry question. Reaching conclusions that are substantiated by historical evidence. Recognising	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.	Reaching conclusions which are increasingly complex and substantiated by a range of sources. Evaluating conclusions and identifying ways to improve conclusions.

				similarities and differences between past events and today.	similarities and differences between past events and today.		
Communicating findings		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 our 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	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	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	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

				narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today.	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.	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.
Vocabulary		celebrate celebration change childhood different event family future grandparent lifetime living memory memory now present past remember significant similar time capsule	beyond living memory decade evidence eyewitness historically significant living memory past present primary source source timeline date different important similar modern source	Stone Age BC AD prehistory Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence	Angles Britons convert empire inference invasion Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings	assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy	Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler monarch portrait interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon

		timeline artefact century decade different evidence source special	preferred	evidence limitations Amesbury Archer Stonehenge artefacts deduction flint duration similarities differences Boudicca empire inference invasion legacy Romans Settlers childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper			Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability bobbins can-hooker carding census comparing condition enumeration books enumerator
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				hurrier/hurrying gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform			flax flax linen flax mill spinner governess head of household inference joiner observation overlooker piecer reconstruct schedule scholar shilling suffragette textile mill textiles William Dodd yarn
Spirituality	Our curriculum provides children with opportunities to explore the big questions in the world:						
Possibilities	Our curriculum intends to raise children's aspirations and set high expectations for <u>ALL</u> pupils:						
Well-Being	Our curriculum intends to raise self-esteem and self-confidence:						
Belonging	Our curriculum intends to educate children about their place in the world						
World Aware	Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in:						