



Woodside Primary Academy Progression Map



Subject: History

Intent: At Woodside Primary Academy, the history education provides children with a range of experiences and learning opportunities to gain extensive knowledge and understanding of people, events and contexts from a range of historical periods both locally and internationally.

Autumn	EYFS	Key Stage 1		Key Stage 2			
	Reception Autumn	Year 1 Autumn	Year 2 Autumn	Year 3 Autumn	Year 4 Autumn	Year 5 Autumn	Year 6 Autumn
Knowledge	<p>Knowledge:</p> <p><u>Nursery 2-3</u> To begin to understand that home time is later as they settle into nursery.</p> <p><u>Nursery 3-4</u> To name their immediate family and relations</p> <p><u>Reception</u> To be able to describe their immediate family and key figures in the community (Fire fighters, Police, Paramedics)</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.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that people change as they grow older.</p> <p>To know that throughout someone's lifetime, some</p>	<p>Key knowledge</p> <p>To know a decade is ten years.</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that daily life has changed over time but that there are some similarities to life today.</p> <p>To know that changes may come about because of improvements in technology.</p> <p>To know that there are explanations for similarities and differences between children's lives now and in the past.</p> <p>To know that we can find out about how places have changed by looking at maps.</p>	<p>Key knowledge</p> <p>To know that history is divided into periods of history e.g., ancient times, Middle Ages and modern.</p> <p>To know that 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</p>	<p>Key knowledge</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> <p>To know that 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>To know that 'historically significant' events are those which changed many people's lives</p>	<p>Key knowledge</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, Maya, and Victorians.</p> <p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand that inventories are useful sources of evidence to find out about people from the past.</p> <p>To know that we must consider a source's audience,</p>	<p>Key knowledge</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, Maya, and Victorians.</p> <p>To understand that historical periods have characteristics that distinguish them.</p> <p>To understand how to work out durations of periods and events.</p> <p>To understand how to represent a scale on a timeline.</p> <p>To understand how to create their own timeline selecting significant events.</p> <p>To know that change can be brought about by conflict.</p> <p>To understand how the monarchy exercised absolute power.</p> <p>To understand that different empires</p>

		<p>things will change, and some things will stay the same.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know that people celebrate special events in different ways.</p> <p>To know that some people and events are considered more 'special' or significant than others.</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 we remember some (but not all) of the events that we have lived through.</p> <p>To know that the past can be represented in photographs.</p>	<p>To know that historians use evidence from sources to find out more about the past.</p>	<p>Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that 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>To know that change can be brought about by advancements in trade.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using</p>	<p>and had an impact for many years to come.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that education existed in some cultures, times and groups.</p>	<p>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> <p>To understand how the monarchy exercised absolute power.</p> <p>To understand there are increasingly complex reasons for migrants coming to Britain.</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> <p>To understand the changes and reasons for the organisation of society in Britain.</p> <p>To understand how society is organised</p>	<p>have different reasons for their expansion.</p> <p>To know that there are different reasons for the decline of different empires.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</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> <p>To understand how society is organised in different cultures, times and groups.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To understand that the expansion of trade routes increased the variety of goods available.</p> <p>To understand the impact of war on local communities.</p> <p>To be able to identify the achievements of civilisations and explain why these achievements were so important.</p> <p>To be able to compare the achievements of different civilisations and groups.</p>
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				<p>images from the past.</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>To understand the development of groups, kingdom and monarchy in Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</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>in different cultures, times and groups.</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 people in the past were as inventive and sophisticated in thinking as people today.</p>	
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				<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 consisted of different groups with different roles and lifestyles.</p> <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. 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>			
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<p>Skills</p>	<p>Skills:</p> <p><u>Nursery 2-3</u> Understanding chronology. Children will start to understand that nursery is now, and home is later/before nursery.</p> <p><u>Nursery 3-4</u> Understanding chronology: Begin to make sense of their own life story and family history.</p> <p><u>Reception</u> Understanding chronology: Sharing information about their own immediate family and family members.</p> <p>Label Key people within the community that help us.</p>	<p>Key skills</p> <p>Sequencing three or four events in their own life.</p> <p>Using common words and phrases for the passing of time (e.g., now, long ago, then, before, after).</p> <p>Placing events on a simple timeline.</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>Beginning to look for similarities and differences over time in their own lives.</p> <p>Recalling special events in their own lives.</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Beginning to identify different ways to</p>	<p>Key skills</p> <p>Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Recognising some things which have changed/stayed the same as the past.</p> <p>Identifying simple reasons for changes.</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>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p>	<p>Key skills</p> <p>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g., ancient times, Middle Ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g., millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p>	<p>Key skills</p> <p>Understanding that history is divided into periods of history e.g., ancient times, Middle Ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Sequencing eight to ten artefacts, historical pictures or events.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g., millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</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</p>	<p>Key skills</p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>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 main events, similarities and changes within</p>	<p>Key skills</p> <p>Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.</p> <p>Putting dates in the correct century.</p> <p>Using the terms AD and BC in their work.</p> <p>Using relevant dates and relevant terms for the period and period labels e.g., Stone Age, Bronze Age, Iron Age</p> <p>Developing a chronologically secure understanding of British, local and world history across the periods studied.</p> <p>Placing the time, period of history and context on a timeline.</p> <p>Relating current study on timeline to other periods of history studied.</p> <p>Comparing and making connections between different contexts in the past.</p> <p>Making links between events and changes within and across different time periods / societies.</p> <p>Identifying the reasons for changes and continuity.</p> <p>Describing the links between main events, similarities and changes within and across different periods/studied.</p> <p>Describing the links between main events, similarities and changes within</p> <p>Explaining the reasons for changes and</p>

		<p>represent the past (e.g., photos, stories).</p> <p>Making simple observations about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</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>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically valid questions.</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>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing</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>Identifying reasons for historical events, situations and changes.</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, cultural, religious and ethnic diversity in Britain and the wider world.</p>	<p>identifying changes and continuity.</p> <p>Describing the changes and continuity between different periods of history.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</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>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</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>Identifying and giving reasons for different</p>	<p>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>Starting to analyse and explain the reasons for, and results of historical events, situations and change.</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> <p>Identifying significant people and events across different time periods.</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>continuity using the vocabulary and terms of the period as well.</p> <p>Analysing and presenting the reasons for changes and continuity.</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>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Describing change throughout time.</p> <p>Identifying significant people and events across different time periods.</p> <p>Comparing significant people and events across different time periods.</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>Comparing accounts of events from different sources.</p> <p>Suggesting explanations for different versions of events.</p>
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			<p>(labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p>	<p>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>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>Understanding how historical enquiry questions are structured.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g., how people lived.</p> <p>Creating questions for different types of historical enquiry.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Extracting the appropriate information from a historical source.</p>	<p>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>Evaluating the usefulness of different sources.</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>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</p>	<p>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</p> <p>Evaluating the usefulness of historical sources.</p> <p>Developing strategies for checking the accuracy of evidence.</p> <p>Planning a historical 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>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</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>Planning a historical enquiry.</p> <p>Suggesting the evidence needed to carry out the enquiry.</p> <p>Creating a hypothesis to base an enquiry on.</p> <p>Asking questions about the interpretations, viewpoints and perspectives held by others.</p> <p>Using different sources to make and substantiate historical claims.</p> <p>Developing an awareness of the variety of historical evidence in different periods of time.</p> <p>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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				<p>Identifying primary and secondary sources.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g., pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g., pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>different perspectives can be used in a historical enquiry.</p> <p>Considering a range of factors when discussing the reliability of sources, e.g., audience, purpose, accuracy, the creators of the source.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p>	<p>Interpreting evidence in different ways using evidence to substantiate statements.</p> <p>Making increasingly complex interpretations using more than one source of evidence.</p> <p>Challenging existing interpretations of the past using interpretations of evidence.</p> <p>Making connections, drawing contrasts and analysing within a period and across time.</p> <p>Beginning to interpret simple statistical sources.</p> <p>Reaching conclusions which are increasingly complex and substantiated by a range of sources.</p> <p>Evaluating conclusions and identifying ways to improve conclusions.</p> <p>Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</p> <p>Showing written and oral evidence of continuity and change as well as indicting simple causation.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p>
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							<p>Using evidence to support and illustrate claims.</p> <p>Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</p> <p>Constructing explanations for past events using cause and effect.</p> <p>Using evidence to support and illustrate claims.</p>
Vocabulary		<p>Key vocabulary</p> <p>celebrate celebration change childhood different event family future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline</p>	<p>Key vocabulary</p> <p>past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred</p>	<p>Key vocabulary</p> <p>Stone Age BC AD prehistory Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence limitations Amesbury Archer Stonehenge artefacts deduction flint duration similarities differences bronze copper tin trade import export</p>	<p>Key vocabulary</p> <p>childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat master oath primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty bill reform leisure time compare plague smallpox flu cholera treatments</p>	<p>Key vocabulary</p> <p>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 Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions reliability audience purpose accuracy creator</p>	<p>Key vocabulary</p> <p>abandon city-state Classic period creation story decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest</p>

				goods barter change continuity tribes king/chief reconstruction	vaccination	reconstruction inventory valuation merchant pewter John Blanke Cattelena of Almondsbury free enslaved tournament	
Spring	EYFS Reception	Year 1 Spring	Year 2 Spring	Year 3 Spring	Year 4 Spring	Year 5 Spring	Year 6 Spring
Knowledge		<p>Key knowledge 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 everyday objects have changed as new materials have been invented.</p> <p>To know some similarities and differences between the past and their own lives.</p> <p>To know that everyday objects have similarities and differences with those used for</p>	<p>Key knowledge To know that beyond living memory is more than 100 years ago.</p> <p>To know that changes may come about because of improvements in technology.</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>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p>	<p>Key knowledge To know that history is divided into periods of history e.g., ancient times, Middle Ages and modern.</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 change can be brought about by advancements in materials.</p> <p>To know that the actions of people can be the cause of change (e.g., Lord Shaftesbury).</p> <p>To know that archaeological</p>			

		<p>the same purpose in 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>To know that the past can be represented in photographs.</p> <p>To know some inventions that still influence their own lives today.</p>	<p>To begin to identify achievements and inventions that still influence their own lives today.</p> <p>To know the legacy and contribution of the inventions.</p> <p>To be aware of the achievements of significant individuals.</p>	<p>evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>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 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 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 understand how invaders and settlers influence the culture of the existing population.</p>			
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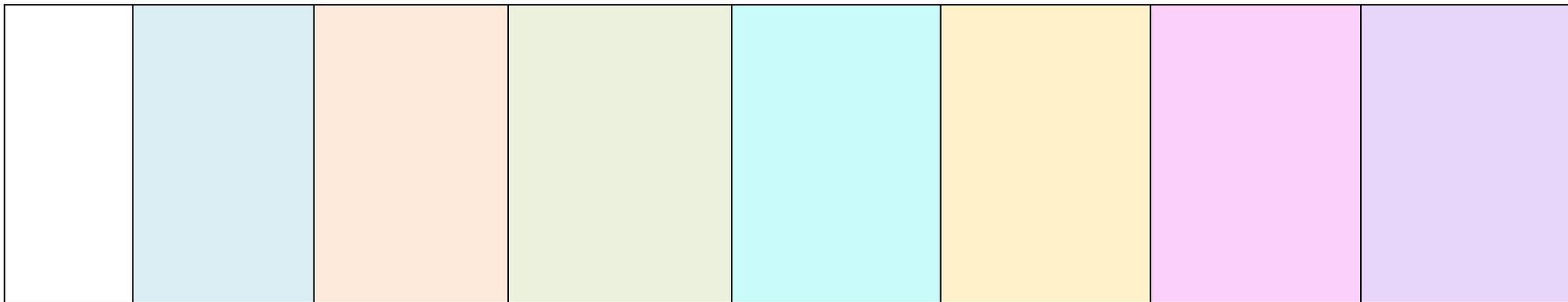
				<p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To know that communities traded with each other and over the English Channel in the Prehistoric Period.</p> <p>To understand that trade began as the exchange of goods.</p> <p>To understand that the Roman invasion led to a great increase in British trade with the outside world.</p> <p>To understand that trade develops in different times and ways in different civilisations.</p> <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 be able to identify achievements and inventions that still influence our lives today from Roman times.</p>			
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Skills		Key skills	Key skills	Key skills			
		<p>Using common words and phrases for the passing of time (e.g., now, long ago, then, before, after).</p> <p>Sequencing three or four artefacts from different periods of time.</p> <p>Beginning to look for similarities and differences over time in their own lives.</p> <p>Describing simple changes and ideas/objects that remain the same.</p> <p>Understanding that some things change while other items remain the same and some are new.</p> <p>Asking why things happen and beginning to explain why with support.</p> <p>Being aware that some things have changed, and some have stayed the same</p>	<p>Sequencing six photographs, focusing on the intervals between events.</p> <p>Placing events on a timeline, building on times studied in Year 1.</p> <p>Knowing where people/events studied fit into a chronological framework.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Knowing some things which have changed/stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer</p>	<p>Understanding that history is divided into periods of history e.g., ancient times, Middle Ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g., millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</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>in their own lives.</p> <p>Recalling special events in their own lives.</p> <p>Using artefacts, photographs and visits to museums to answer simple questions about the past.</p> <p>Finding answers to simple questions about the past using sources (e.g., artefacts).</p> <p>Sorting artefacts from then and now.</p> <p>Beginning to identify different ways to represent the past (e.g., photos, stories).</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>Using sources of information, such as artefacts, to answer questions.</p>	<p>questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p> <p>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>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically valid questions.</p> <p>Evaluating how reliable a source is.</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>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</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, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</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 the differences between different sources and giving reasons for the ways in which the past is represented.</p>			
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		<p>Drawing out information from sources.</p> <p>Making simple observations about the past from a source.</p> <p>Interpreting evidence by making simple deductions.</p> <p>Making simple inferences and deductions from sources of evidence.</p> <p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Drawing simple conclusions to answer a question.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</p>	<p>Selecting information from a source to answer a question.</p> <p>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p> <p>Expressing a personal response to a historical story or event through discussion, drawing our writing.</p> <p>Identifying a primary source.</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>Asking questions about the main features of everyday life in periods studied, e.g., how people lived.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms 'source' and 'evidence'.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g., pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p>			
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				<p>Asking the question "How do we know?"</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>			
Vocab		<p>Key vocabulary</p> <p>artefact century decade different evidence living memory memory modern now past present remember similar source special</p>	<p>Key vocabulary</p> <p>beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source source</p>	<p>Key vocabulary</p> <p>Boudicca empire inference invasion legacy Romans settlers</p>			



Summer	<u>EYFS</u> Reception	<u>Year 1</u> Summer	<u>Year 2</u> Summer	<u>Year 3</u> Summer	<u>Year 4</u> Summer	<u>Year 5</u> Summer	<u>Year 6</u> Summer
Knowledge		<p>Key knowledge</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.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that there are similarities and differences between their lives today and their lives in the past.</p> <p>To know some similarities and differences between the past and their own lives.</p>	<p>Key knowledge</p> <p>To know that beyond living memory is more than 100 years ago.</p> <p>To know that events in history may last different amounts of time</p> <p>To know that some events are more significant than others.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To know that a monarch 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 in the past monarchs had absolute power.</p>	<p>Key knowledge</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 change can be brought about by advancements in trade.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions</p>			

		<p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that photographs can tell us about the past.</p> <p>To know that the past can be represented in photographs.</p> <p>To know some inventions that still influence their own lives today.</p> <p>To know some achievements and discoveries of significant individuals.</p>		<p>of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p> <p>To understand that societal hierarchies and structures existed including aristocracy and peasantry.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To be aware of the achievements of the Ancient Egyptians.</p>			
Skills		<p>Key skills Using common words and phrases for the passing of time (e.g., now, long ago, then, before, after).</p>	<p>Key skills Sequencing up to six photographs, focusing on the intervals between events.</p> <p>Knowing where people/events studied fit into a chronological framework.</p>	<p>Key skills Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Understanding that history is divided into periods of history e.g., ancient times,</p>			

		<p>Placing events on a simple timeline.</p> <p>Recording on a timeline a sequence of historical stories heard orally.</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>Asking why things happen and beginning to explain why with support.</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>Identifying similarities and difference between ways of life at different times.</p> <p>Identifying simple reasons for changes.</p> <p>Asking questions about why people did things, why events happened and what happened as a result.</p> <p>Recognising why people did things, why events happened and what happened as a result.</p> <p>Knowing some things which have changed/stayed the same as the past.</p> <p>Finding out about people, events and beliefs in society.</p> <p>Discussing who was important in a historical event.</p> <p>Using artefacts, photographs and visits to museums to ask and answer questions about the past.</p> <p>Making simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts (see above).</p>	<p>Middle Ages and modern.</p> <p>Using dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>Using BC/AD/Century.</p> <p>Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</p> <p>Placing the time studied on a timeline.</p> <p>Using dates and terms related to the unit and passing of time e.g., millennium, continuity and ancient.</p> <p>Noticing connections over a period of time.</p> <p>Making a simple individual timeline.</p> <p>Identifying the links between different societies.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>Understanding how historical enquiry</p>			
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		<p>Beginning to identify different ways to represent the past (e.g., photos, stories).</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>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>Interpreting evidence by making simple deductions.</p> <p>Making simple inferences and deductions from sources of evidence.</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>Asking a range of questions about stories, events and people.</p> <p>Understanding the importance of historically valid questions.</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>Making links and connections across a unit of study.</p> <p>Making simple conclusions about a question using evidence to support.</p> <p>Communicating answers to questions in</p>	<p>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 bias of historical evidence.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Identifying primary and secondary sources.</p> <p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g., pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question "How do we know?"</p> <p>Understanding that there may be multiple conclusions to a historical enquiry question.</p>			
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		<p>Describing the main features of concrete evidence of the past or historical evidence.</p> <p>Drawing simple conclusions to answer a question.</p> <p>Communicating findings through discussion and timelines with physical objects/ pictures.</p> <p>Using vocabulary such as – old, new, long time ago.</p> <p>Discussing and writing about past events or stories in narrative or dramatic forms.</p> <p>Expressing a personal response to a historical story or event.</p>	<p>a variety of ways, including discussion, drama and writing (labelling, simple recount)</p> <p>Using relevant vocabulary in answers.</p> <p>Describing past events and people by drawing or writing.</p>	<p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p>			
Vocab		<p>Key vocabulary</p> <p>achievement beyond living memory coat of arms determination discovery</p>	<p>Key vocabulary</p> <p>absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces</p>	<p>Key vocabulary</p> <p>afterlife Book of the Dead civilisation historically significant immortal mummification preserve</p>			

		equipment event exploration explorer historical significance living memory North Pole past present qualities remember resilience solo timeline transport voyage yacht	attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl Edward the Confessor fortified manor house gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State invade investing keep moat monarch motte motte-and-bailey nobility Normandy Normans oath orb parliament portcullis power procession rule sceptre stone keep tower walls William of Normandy Witan	Ra River Nile sarcophagus			
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>An EYFS historian will be able to talk about history within their own life and family.</p> <p>They will be able to talk about figures from the past via stories told in class.</p>	<p>A year 1 historian can understand that the world has changed throughout their life and compare their life now to lives of people in the past.</p> <p>They can recognise changes and begin to consider the impact these may have had on the lives of people at the time.</p> <p>They can label timelines with words such as newer, older, past and present</p>	<p>A year 2 historian can understand that past events can be placed in order on a timeline via pictorial representations, using date where appropriate. They understand that life was very different in the past to how it is now and use sources of information to ask and answer questions such as: What was it like for people? What happened? How long ago?</p>	<p>Year 3 historians can understand the concept of BCE and CE and place events chronologically on a timeline, with emerging links to previously taught time periods.</p> <p>They can use dates and terms where appropriate on a timeline.</p> <p>They can use artefacts and sources of evidence to ask questions, draw conclusions and make comparisons. They can make comparisons to different ways of life within a time period.</p>	<p>Year 4 historians will build upon their understanding of chronology, making links and comparisons to previously taught time periods.</p> <p>They will be able to discuss and explain how they can draw conclusions about the past based on sources of evidence and artefacts.</p> <p>They will be able to begin to make links between the past and the modern day.</p>	<p>Year 5 historians will understand chronology over specific time periods, with emerging knowledge of a world history timeline.</p> <p>They will confidently be able to draw conclusions from the past based on sources of evidence and have an understanding that more than one source needs to be used.</p> <p>They will be able to explain how different social classes lived and make explicit links and comparisons to their own modern day lives.</p> <p>They will begin to understand how events and actions of the past have impacted modern day life (e.g., governments and politics)</p>	<p>Year 6 historians can confidently place events on a timeline using chronology, in the concept of both a focused study and wider world history.</p> <p>They can confidently draw conclusions, ask specific questions and debate the past using given or found sources of evidence.</p> <p>They can make explicit links between the actions of the past and modern-day life.</p>