



HAMPDEN GURNEY
CE PRIMARY SCHOOL

HAMPDEN GURNEY SCHOOL HISTORY SKILLS AND PROGRESSION MAP

History – Age Related Statutory Coverage - Curriculum Skills and Progression Map		
Early Years Foundation Stage	Key Stage One Learning	Key Stage Two Learning
<p>Understanding the World</p> <p>The World</p> <p>Nursery</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are close to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. <p>Reception</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>ELG</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and of family members. 	<ul style="list-style-type: none"> Changes within living memory family and local life, changes nationally. Events beyond living memory that are significant nationally or globally. Develop awareness of the past. Understand how we find out about the past. Understand different ways the past is represented. Identify similarities and differences between different time periods. Ask and answer questions to show they understand key features of events. Know that historical people and events fit into a chronological framework. The lives of significant individuals in the past who have contributed to national and international achievements. Compare some aspects of life in different periods – e.g. explorers, kings and queens. Significant historical events, people and places in their own locality. Able to use common words and phrases relating to the passing time. Simple introduction to some key Stage Two features. 	<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. Note historic connections, contrasts and trends over time. Pupils to start to understand long view of historic developments as well as complexity of individual aspects of content. Combine overview and in-depth studies. Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. Britain's settlement by Anglo Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. A local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge period 1066. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Ancient Greece – a study of Greek life and achievements and their influence on the Western World. A non-European society that provides contrasts with British history. Construct responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Devise and interpret historically valid questions about change, cause, similarity and difference and significance.

HISTORY- Vocabulary Map		
Early Years Foundation Stage	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> • Past • Present • Lives • Long ago • Events • Stories • Sequence • Time • Before • After 	<ul style="list-style-type: none"> • Old • New • Along time ago • Present • Before • After • Future • Decade • Modern • Date order • Era/period • Other topic specific vocabulary 	General Vocabulary: <ul style="list-style-type: none"> • Empire • Civilization • Parliament • Peasantry • Source • Timeline • Significant • Chronological • Archaeology • Legacy • Conquest • Effects • Primary/secondary evidence • Eyewitness • Culture • Other topic vocabulary

HISTORY: INQUIRY/DEEPER THINKER BIG QUESTIONS		
Early Years Foundation Stage	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> History is covered throughout the year, every alternate term with Geography, themes from the interests of the children. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week. 	<ul style="list-style-type: none"> Inquiry approaches are used whenever applicable to the lesson or group of lessons (UNIT) being taught. These approaches enable the children to role play, drama or historical workshops to help the to work in role as an expert bout a given topic or theme. These approaches will often be used as a starting point of a unit to promote engagement and interest in the topic being taught. Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work., enabling them to use their historical skills and understanding to answer a deeper thinking question. 	<ul style="list-style-type: none"> Inquiry approaches are used whenever applicable to lesson or group of lessons being taught. These approaches enable the children to use role play, drama or historical to help them to work in role as an expert about s given topic or theme. These approaches will often be used as a hook at the start of a unit to promote engagement and interest in the topic being studied. Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit of work, enabling them to use their historical skills and understanding to answer deeper thinking questions.

SKILLS AND PROGRESSION MAP – HISTORY		
EARLY YEARS FOUNDATION STAGE - EXPECTED STANDARD		
Autumn Term: All About Me. Our Favourite Celebrations	Spring Term: Life cycle of animals and plants. Traditional Tale	Summer Term: People, Culture and Communities. Space travel
<ul style="list-style-type: none"> Can they talk about past and present events in their own lives and in the lives of their family? Can they sequence events Can they use every day language related to time? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Listen to stories from the past. learn to sequence events in their day by using evidence from photographs, and by recording their ideas in pictures and booklets. Show interest in the lives of people who are familiar to them. Able to remember and talk about significant events in their own experiences. Recognise and describe special times or events for family or friends. Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friend or family. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Introduce the concept of time and change. Understand that people use story to remember what has happened in the past. 	<ul style="list-style-type: none"> Can children name, describe and identify the four seasons? Can they discuss events the regularly occur within a seasonal pattern, daily routines and celebrations? Can they comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Can they talk about some of the things they have observed, such as plants, animals, natural and found objects? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Develop a sense of change over time and differentiate between past and present by growing plants or looking at photographs of their life. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time Look closely at similarities, differences, patterns and change. Study the life cycle of a butterfly: life cycle begins when a female butterfly lays an egg. This egg then hatches into a larva, which could be a caterpillar, grub or maggot depending on the species of butterfly. The larva then evolves into pupa by forming a hard casing around its body. The pupa then metamorphoses (changes) into an adult and breaks out of the hard casing to emerge as a fully-grown butterfly. 	<ul style="list-style-type: none"> Can they focus on past and present in relations to themselves and family? Can they develop sensitivity towards other children (creating a broader and deeper respect for each other)? Can they understand what do we mean by community? Can they understand what do we mean by traditions? Do they know about similarities and differences between themselves and others, and among families, communities and traditions? Do they know about similarities and differences in relation to places, objects, materials and living things? Can they talk about the features of their own immediate environment and how environments might vary from one another? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Show interest in different occupations and ways of life. Know the difference between past and present events in their own lives. Explain some reasons why people's lives were different in the past. Awareness of features in the area they live, pointing out how some buildings look older than others.

<ul style="list-style-type: none"> • Explore and ask questions about past times and events using photographs of earlier generations can provide a good stimulus for children to. • Create a class museum of old/new items or toys, compare, learn relevant vocabulary to describe the characteristics and understanding of the past. • Provide the children with a range of toys which relate to different stages of a child's development (e.g. a rattle for a baby, large plastic bricks for a toddler, a scooter for a five-year old). • Visitors to talk about their own childhood or school days to develop their knowledge and understanding of ways of life in different times and engage in two-way conversations as well as examine photographs and artefacts and listen to stories. • Children to interpret evidence and understand why people did things, why events happened and some of the consequences. <p>CHRONOLOGY AND CHANGES</p> <ul style="list-style-type: none"> • Use simple words to describe the past. • Ask the children to order them on a simple timeline (the timeline should be marked with different ages rather than dates). 	<ul style="list-style-type: none"> • Discuss past and present events in their own lives looking at photographs of their life. • Talk about past and present events in their own lives and in those of other members of the family or friends. • Use language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • During the spring and summer, children observe the life cycle of frogs, butterflies and annual plants in the garden and describe and draw the changes over time. • Plan and visit museums, galleries and history-themed events. • Look at homes and habitats why do different animals and creatures live where they do? <p>ELG</p> <ul style="list-style-type: none"> • Life cycle means the stages a living thing goes through during its life. In some cases, the process is slow, and the changes are gradual. Humans have various steps during their lives, such as zygote, embryo, child and adult. The change from child to adult is slow and continuous. • Study the life cycle of ducklings. Female will lay 5-12 eggs. She will sit on them to keep them warm, so they can hatch into ducklings. The eggs will usually hatch within 28 days. The duck will guard the ducklings from other predators. Ducklings can fly within 5-8 weeks, so they migrate to where the weather is warmer. • Create an 'investigation station' for the children with magnifying glasses, mirrors, feathers, sticks etc. Create a duckling bath in the water tray. Children monitor, record and observe. 	<ul style="list-style-type: none"> • Interpret evidence and understand why people did things, why events happened and some of the consequences. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Visitors' accounts to compare with books, DVDs, museum displays, etc. to help children understand that there are different ways of interpreting the past. • Using stories to help children to understand the concept of old and new, and the influence of past events and characters. • Investigate maps, tube, bus, local area. Look at signs and symbols that give instructions or directions for a journey. • Make own signs and draw own maps on a small and large scale (chalk on the playground, large rolls of paper, smaller individual maps). • Look at people who help us. Invite local police/fireman into the setting to give a safety talk about what the children should do if they lose their parent/carer. • Explore and learn about their personal traditions, such as seeing Grandma on Sundays, taking their soft toy to bed, always opening presents at Boxing Day • Studying and knowing the cultural calendar of events in the Jewish Year, Christian year and other religious calendar. • Talk about items brought from home, such as old toys their grandparents played with when they were little. • Learn about what other children play in the past. • Learn how people help us in our community and how we help each other.
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<ul style="list-style-type: none"> • Help children to develop their sequencing skills and build an early understanding of chronology. • Identify artefacts from different periods of time. • Photographs of earlier generations can provide a good stimulus for children to explore and ask questions about past times and events. • Use relevant vocabulary to describe the characteristics that identify artefacts from different periods of time. 	<p>CHRONOLOGY AND CHANGES</p> <ul style="list-style-type: none"> • Children can learn to sequence events in their day by using evidence from photographs, and by recording their ideas in pictures and booklets. • Through stories, songs and rhymes children's sequencing skills of the passing of time will be reinforced. • Using photographs, they take themselves (both indoors and outdoors) children can progress to sequencing events in the week and for longer periods. When appropriate, the events can be recorded using a time line. • Children should become familiar with vocabulary that describes the passage of time, starting with events in their own lives. 	<ul style="list-style-type: none"> • Study the similarities' and differences in a tea party with Caribbean food. • Seasons Caribbean countries- Clothing & Compare houses, special occasions, etc. • Encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?' <p>ELG</p> <ul style="list-style-type: none"> • Explore and learn what the local area and community looks like in the place e.g. roads, traffic, buildings, shops, etc. • Use roamers, bee-bots or remote controlled toys to follow routes and map journeys • Spend some time looking at the end papers. What can they see? Is this city like cities they are familiar with? • Collect together images of African markets, cities and beaches, fabrics, foods etc. for the children to explore? • What's different from the things that are familiar to them. • How do you get to the moon? Space transport/Space expeditions Space photographs. • Use stories and rhymes to create imagination to travel away from Earth and into space. • Learn about rockets, the moon, stars and the planets. • Have a visit from an alien visitor and teach them about earth life and space travel. • Make your own space rockets, space art and stories.
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YEAR 1 EXPECTED STANDARD		
AUTUMN TERM- Old and New Toys/Changes within living memory	SPRING TERM – Great Fire of London/ Events Beyond Living Historical Events in Own Locality	SUMMER TERM – Mary Seacole and Florence Nightingale/ the lives of Significant Individuals in the Past
<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Use stories as sources for answering questions about the past. Use a range of simple sources to devise historical questions. Identify old and new from pictures. Summarise their learning into short sentences. <p>SKILLS CATEGORIES Chronological Understanding Historical Investigations</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Understand that people use story to remember what has happened in the past. Develop a simple awareness of the past. Tell stories from the past. Sequence events in their life. Compare adults talking about the past – how reliable are their memories? <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Can they use simple words to describe the past. Sequence 3 or 4 artefacts from distinctly different periods of time. Arrange objects in order of their age. 	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Can you put at least 3 pictures/artefacts or events in chronological order? Can they use words and phrases such as old, new, a long time ago, before and after? Can they recognise that story may have happened a long time ago? Do they know that some objects belong to the past? Can they retell a familiar story set in the past in chronological order? <p>SKILLS CATEGORIES Range and depth historical knowledge Historical Interpretations</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory. Retell stories they have heard about the past. Identify some things from their past. Recognise the difference between past and present in their own and others' lives. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies a broad time order. Recognise some differences and similarities between the time being studied and now. 	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Can they identify some ways that people have impact upon our lives? Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Can they recognise why significant individuals did things, why events happened and what happened as a result? Can they identify similarities and differences between ways of life at different times? Can they recount personal history and events or changes that have happened? Can they begin to identify objects from the past and the main differences between old and new objects? <p>SKILLS CATEGORIES Range of depth of historical knowledge Chronological Understanding Historical investigations Organisation and Communication of Information</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Recognise a past and a present in their own and other people's lives. Identify some things from their own past. Know some of the main events and people studied in a topic. Find answers to simple questions about the past from sources of information e.g. artefacts.

<ul style="list-style-type: none"> Use simple words and phrases to describe the past – after, before, between. 		<ul style="list-style-type: none"> Communication their knowledge through: discussion, drawing pictures, drama/role play, making models, writing, using ICT. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Begin to use very simple timelines to order some recent events. Identify any important changes which happened at the time being studied.
YEAR 2 EXPECTED STANDARD		
AUTUMN TERM- Remembrance Day	SPRING TERM – Queen Elizabeth 1 and Queen Victoria 1	SUMMER TERM – Keeping in Touch Changes Within Living Memory
<ul style="list-style-type: none"> Can they understand why we celebrate certain events, such as bonfire night, Armistice Day, Remembrance Day? Can they recognise what significant individuals did things, why events happened and what happened as a result? <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Know some of the main events and people studied in a topic. Show some understanding of aspects of the past beyond living memory. Retells stories they have heard about the past. Pick out the main elements of stories they have heard about the past. <p>CHRONOLOGICAL AND CHANGE</p> <ul style="list-style-type: none"> Sequence artefacts closer together in time – check with reference book. 	<ul style="list-style-type: none"> Can they identify some ways that people have impacted upon our lives? Can they recognise that story may have happened a long time ago? Can they retell a familiar story set in the past in chronological order? <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Recognise a past and a present in their own and other people's lives. Study the lives of significant individuals in the past who have contributed to the national and international achievements. Recognise why people did things, why events happened and what happened as a result. Know some of the main events and people studied in a topic. Changes within living memory – family and local life, changes nationally. Compare some aspects of life in different periods e.g. explorers, kings and queens. 	<ul style="list-style-type: none"> Can they recognise why significant individuals did things, why events happened and what happened as a result? Can they identify similarities and differences between ways of life at different times? Can they recount personal history and events or changes that have happened? Can they begin to identify objects from the past and the main differences between old and new objects? Can use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Able to compare two versions of a past event. Discuss reliability photos/accounts/stories. Identify any important changes which happened at the time being studied. Explain what they think is important about the past and explain reasons why.

<ul style="list-style-type: none"> Sequence photographs etc. from different periods of their life. Describe memories of key events in lives. 	<ul style="list-style-type: none"> Retell stories they heard about the past and discuss what they have enjoyed most about stories from the past. Explain what they think is important about the past and explain reasons why. Describe memories of key events in lives. <p>CHRONOLOGICAL AND CHANGE</p> <ul style="list-style-type: none"> Begin to use very simple timelines to order some recent events. Use more complex phrases to describe time – a long time ago, centuries ago... Sequence photographs etc. from different periods of their life. 	<ul style="list-style-type: none"> Identify differences between ways of life at different times. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Sort historical studies into a broad time order. Recognise some differences and similarities between the time being studied and now.
GREATER DEPTH		
<ul style="list-style-type: none"> Can they ask questions about past events or the lives of people in their family? 	<ul style="list-style-type: none"> Can they ask relevant questions using a range of artefacts/photographs provided? Can they find out more about a person or event from the past through their own research? 	<ul style="list-style-type: none"> Can they research the past using multiple sources and summarise the key points? Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing?
HISTORICAL SOURCES OF EVIDENCE		
<ul style="list-style-type: none"> Photographs Audio recordings Video recordings Films Journals, letters and diaries Speeches Visitors and interviews Published books, newspapers and magazine clippings published at the time. Autobiographies and memoirs Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls. 		

YEAR 3 EXPECTED STANDARD		
AUTUMN TERM –Pre-Roman Britain Stone Age to the Iron Age	SPRING TERM – Non-European Study- Indus Valley	SUMMER TERM – Local History Victorian London/ The Great Stink Local History
<ul style="list-style-type: none"> Can they ask and answer questions about using an artefact/photograph provided? Can they find out more about a person or event from the past from a given source? Can they give a plausible explanation about what an object was used for in the past? Do they know how to read and say dates of years (1066-would be 10,66 not 1 thousand and 66). Can they identify similarities and differences in the ways of life between the two periods: Iron age vs Stone Age)? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Use range of documents and printed sources. Rank sources of information in order. Use various sources to piece together information about a period in history. Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Use timeline within a specific time in history to set out the order things may have happened. Use a range of sources to find out about a period. Use their mathematical knowledge to work out how long ago events would have happened. 	<ul style="list-style-type: none"> Can they research what it was like for a person in a given period from the past using primary and secondary sources? Can they give more than one reason to support an historical argument? Can they name and select a source to provide specific information? Can they explain the impact/effect of a significant event? Are they able to select key facts to create their own historical account of an action? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Study of the Indus Valley Civilisation, achievements and what we know. Give reasons for change through analysing evidence. Support own viewpoint using evidence. Use more complex sources of primary and secondary information. Distinguish between reliable and unreliable sources. Select and record information relevant to the study. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Appreciate that the early civilization would not have communicated as we do or have eaten as we do. Begin to understand what life would have been like for the people of the Indus Valley 	<ul style="list-style-type: none"> Can they research what it was like for a person in a given period from the past using primary and secondary sources? Can they summarise information to capture key events and dates? Can place these on a timeline in the correct order? Do they know what different sources can teach us about the same event/person? Can they explain the impact/effect of a significant event? Be able to represent historical information through: images, writing opportunities, re-enactments, photography/film. <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Use sources of evidence to answer questions. Support view point using evidence. Understand that some evidence is limited. Interpret the past through role play e.g. hot seating. Choose and discriminate between a range of information, and use this to ask questions. Use more complex sources of primary and secondary information. Research specific event from the past. Use information finding skills in writing to help them write about historical information. Look at representations of the period – museum, cartoons, books, etc.

<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Guess what objects from the past were used for using evidence to support answer. • Understand that some events of the past affect people's lives today. • Summarise the main events from a period in history, using their characteristics. • Give reasons for main events and changes. • Know some similarities and differences within a period of time – the lives of the rich and poor. • Place the time study of a timeline. • Use date and terms related to the study unit and passing of time. • Sequence several events or artefacts. <p>CHRONOLOGY AND CHANGE.</p> <ul style="list-style-type: none"> • Observe small details – artefacts, pictures, etc. • Describe event and periods using the words: ancient and century. • Interpret the past using range of concepts and ideas. • Distinguish between reliable and unreliable sources. • Identify the most useful sources for a particular task. • Choose and discriminate between a range of information, and use this to ask questions. • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. 	<p>- social, religious, political and cultural history.</p> <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied. • Begin to understand why some people acted as they did and give reasons. • Give reasons for main events and changes. • Use a full range of dates and historical terms. • Use a timeline to place events, periods and cultural movements. • Describe and make links between events and changes. 	<ul style="list-style-type: none"> • Recognise the past that archaeologists have had in helping u understand more about the past. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history. • Find out about everyday lives of people in time studied. • Know some similarities and differences within a period of time e.g. the lives of rich and poor. • Understand that some events of the past affect people's lives today, • Begin to understand why some people acted as they did and given reasons. • Summarise the main events from a period in history using their characteristics. • Give reasons for main events and changes. • Place the time study n a time line. • Use dates and terms related to the study unit and passing of time. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Use a full range of dates and historical terms. • Use a timeline to place events, periods and cultural movements. • Show changes on a timeline. • Describe and make links between events and changes.
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YEAR 4 EXPECTED STANDARD		
AUTUMN TERM – Roman Britain	SPRING TERM – Anglo-Saxons and Scots; Britain's Settlement by Anglo-Saxons and Scots	SUMMER TERM – Extended Chronological Study Crime and Punishment in the 20 th Century
<ul style="list-style-type: none"> Can they place events from period studied on timeline? Can they use terms related to the period and begin to date events? Do they know and apply the terms AD and BC. Be able to define event by using eras or significant moments in history (during the Roman era, shortly after the Lindisfarne invasion). Can they use known facts to ask linked questions e.g. I know Caesar invaded England, so... How did Caesar travel here? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Use a range of documents and printed sources. Use the internet for research. Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. Interpret the past through role play – e.g, hot seating. Choose and discriminate between a range of information, and use this to ask questions. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Guess what objects from the past were used for, using evidence to support answer. 	<ul style="list-style-type: none"> Can they explain what caused an event or action from a person? Can they explain immediate consequences? Can they give a plausible explanation about what an object was used for in the past? Can they apply their wider knowledge of the time/event to inform their comparison/explanation? Can they select relevant historical information from independent research? Can they begin to evaluate the usefulness of different sources? Can they represent historical information through: images, writing, re-enactments, photography/film? Can they use text books and historical knowledge? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Use more complex sources of primary and secondary information. Discriminate between different sources of information. Use the internet for research. Choose and discriminate between a range of information, and use this to ask questions. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Summarise the main events from a period in history, using their characteristics. Give reasons for main events and changes. 	<ul style="list-style-type: none"> Can they communicate the passing of time using accurate vocabulary (centuries, decades, over 1000 years). Be able to deduce information from a timeline. Can they combine sources to represent historical information? Are they able to offer a reasonable explanation for some events? Are they able to ask a variety of questions? Can they explain the sustained impact of an individual event (same era of time)? Can they ask questions about specific historical categories such as: Life, beliefs, language, actions (enquiry basis). Can they give more than one reason to support an historical argument? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> To be able to recognise how my local area has changed over time. Use more complex sources of primary and secondary information. Choose and discriminate between a range of information, and use this to ask questions. Distinguish between reliable and unreliable sources. Identify the most useful sources for a particular task. Give reasons for change through analysing evidence. Support own point of view using evidence. Understand that some evidence is limited.

<ul style="list-style-type: none">Place events from period studied on timeline.Use terms related to the period and begin to date events.Know some similarities and differences within a period of time – e.g. the lives of rich and poor.Begin to understand why some people acted as they did and give reasons.Understand more complex terms e.g. BC/AD.Look at representations of the period – museum, cartoons, etc . <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none">Sort events or objects into groups.Place events from period studied on timeline.Use a full range of dates and historical terms.Use a timeline with dates, including both BC and AD.	<ul style="list-style-type: none">Understand differences in social, religious, political and cultural history.Offer a reasonable explanation for some events.Use evidence to build up a picture of a past event; choose relevant material to present a picture of one aspect of life in time past.Ask a variety of questions using the evidence available.Begin to evaluate the usefulness of different sources.Use text books and historical knowledge. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none">Use a full range of dates and historical terms.Use a timeline to place events, periods and cultural movement.Use evidence to describe changes within a time period.Look for links ad effects in time studied.Select and record information relevant to the study.	<p>HISTORICAL KNOWELDGE AND AWARENESS</p> <ul style="list-style-type: none">Understand that some events of the past affect people’s live today.Give reasons for main events and changes.Summarise the main events from a period in history, using their characteristics.Understand differences in social, religious, political and cultural history.Know some similarities and differences within a period of time – e.g. the lives of rich and poor.Describe how some things from the past affect life today.Look atUse evidence to reconstruct life in time studied. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none">Use a timeline to place events, periods and cultural movements.Describe and make links between events and changes. Use evidence to describe changes within a time period.	
<p>GREATER DEPTH</p>			
<p>YEAR 3</p> <ul style="list-style-type: none">Can they begin to use more than one source of information to bring together a conclusion about an historical event?	<p>YEAR 4</p> <ul style="list-style-type: none">Can they research two versions of an event and say how they differ?	<p>YEAR 5</p> <ul style="list-style-type: none">Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?	<p>YEAR 6</p> <ul style="list-style-type: none">Can they look at teo different versions and say how the author may
<p>HISTORICAL SOURCES OF EVIDENCE</p>			
<ul style="list-style-type: none">PhotographsAudio recordingsVideo recordingsJournals, letters and diariesFilmsSpeeches		<ul style="list-style-type: none">Visitors and interviewsPublished books, newspapers and magazine clippings published at the timeAutobiographies and memoirsArtefacts e.g. clothing, costumes and objects relevant to the time periodResearch data e.g. census and public opinion polls.	

YEAR 5 EXPECTED STANDARD		
AUTUMN TERM – Ancient Greece: A Study of Greek life and achievements, and their influence on the Western World	SPRING TERM- Saxons and Vikings: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	SUMMER TERM – Extended Chronological Study Hitler's Invasion of Europe and its Impact on Britain
<ul style="list-style-type: none"> Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? Can they suggest why certain events, people and changes might be seen as more significant than others? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Know and sequence key events of time studied, use relevant terms and periods labels. Make comparisons between different times in the past. Compare an aspect of life with the same aspect in another period. Compare accounts of events from different sources – fact or fiction. Reasons for different versions of events. Draw a timeline with different time periods. Use dates and historical language in their work. Use their mathematical skills to work out time scales and differences. 	<ul style="list-style-type: none"> Can they describe historical events and appreciate that significant events in history have helped shape the country? Can they research about the lives of significant individuals? Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Test out a hypothesis and how historical artefacts tell us about British lives in the present and past. Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people. Make conclusions with evidence as to the most likely version of events. Reasons for different versions of events. Use dates and historical language in their work. Draw a timeline and outline the development of specific features e.g. medicine, weaponry, transport, etc. Confidently use the library or internet for research. 	<ul style="list-style-type: none"> Can they suggest why there may be different interpretations of events? Can they identify and explain their understanding of propaganda? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? Can they research about the lives of significant individuals? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Rank sources of information in order. Give a balanced view of interpretations of the past using different points of view. Examine causes and results of great events and the impact on people. Begin to identify primary and secondary sources. Use evidence to build past event. Select relevant sections of information. Make conclusions with evidence as to the most likely version of events. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy. Describe the main changes in a period of history – e.g. political, cultural, social, etc.

<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Who were the Ancient Greeks and what they did we learn from them. • Understand what democracy and what part did they Greeks have in creating it? • Explore different historical sources and evaluate their usefulness. • Organise a series of relevant historical information, and check this for accuracy. • Explain their own viewpoints, justifying this with a broad range of evidence. • Adapt their ideas and viewpoints as new information arises. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links. • Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. 	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Describe historical events. • Make comparisons between historical periods. • Appreciate that significant events in history have helped shape the country. • Bring knowledge gathered from several sources together in a fluent account. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Know and sequence key events of time studied; use relevant terms and period labels. • Make comparisons between different times in the past. 	<ul style="list-style-type: none"> • Understand links between history and geography. • Explain their own point of view, justifying this with a broad range of evidence. • Adapt their ideas and viewpoints as new information arises. • Understand that World War 2 start and what part did Hitler have in it? • Why did Jewish nation suffer as a result of Hitler coming to power? • What can they learn about this period from the Anne Frank diaries? • What happened in Munich in 1938 and was Britain betrayed by Hitler? • Why was the Battle of Britain significant in WW2. • Name some major significant leaders in Europe and American during World War 2. <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Speculate – what if? What if England lost the war? etc. • Know and sequence key events of time studied; use relevant terms and period labels. • Begin to identify factors in change.
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YEAR 6 EXPECTED STANDARD		
AUTUMN TERM –Local History - Shakespeare	SPRING TERM – Ancient Civilizations: Ancient Egypt	SUMMER TERM – Non-European Study: Islamic Civilisation
<ul style="list-style-type: none"> Can research about the lives of significant individuals? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they use historical terms and concepts in increasingly sophisticated ways? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at. Give a balanced view of interpretations of the past, using different points of view. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Understand and explain/analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies. Describe the main changes in a period of history, from several perceptions e.g. political, cultural, social, etc. Explain their own point of view, justifying this with a broad range of evidence. Know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? Can they link sources and work out conclusions were arrived at? <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research. Devise historically valid questions about change, causes, similarity and difference. Make conclusions with evidence as to the most likely version of events. Offer some reasons for different versions of events. Discern how and why contrasting arguments and interpretations of the past have been constructed. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Investigate the men and women who studied the kingdoms of Egypt and explore their discoveries. 	<ul style="list-style-type: none"> Can they suggest why there may be different interpretations of events? Can they identify and explain their understanding of propaganda? Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? Can they identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Study different aspects of different people – differences between men and women. Examine causes and results of great events and the impact on people. Confidently use the library and internet for research. <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

<p>CHRONOLOGY AND CHANGES</p> <ul style="list-style-type: none"> • Begin to identify factors in change. • Note connections, contrasts and trends over time. • Know and sequence key events of time studied. • Use relevant terms and period labels. • Make comparisons between different times in the past. 	<ul style="list-style-type: none"> • Look at some of the Pharaohs and the development of the pyramids, as well as the mythology that permeated Ancient Egypt. • Look at the role the Nile had in allowing this civilisation to flourish and examine daily life, comparing it to our own. <p>CHRONOLOGY AND CHANGES</p> <ul style="list-style-type: none"> • Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning. • Use relevant dates and terms. • Know and sequence key events of time studied. • Use relevant terms and period labels. • Make comparisons between different times in the past. 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods. • Learn in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power. • Study in detail about how early Islamic doctors made significant contributions to the development of medicine and surgery and how their work still influences the medical profession today. <p>CHRONOLOGY AND CHANGES</p> <ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Know and sequence key events of time studied. • Sequence up to 10 events on a time line.
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Historical vocabulary linked with History units can be found in KS2.

Ancient Egyptians

- **Dynasty** – A period of rule when a series of kings or pharaohs all came from the same family.
- **Egyptologist** – An archaeologist who specialises in Ancient Egypt.
- **Giza** – A place where several large pyramids and the Great Sphinx were built.
- **Hieroglyphics** – A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.
- **Mummy** – A dead body that has been specially preserved using embalming so that it won't rot.
- **Papyrus** – A plant that grew on the banks of the Nile. The Ancient Egyptians used it to make paper, boats, sandals, baskets and rope.
- **Pharaoh** – The supreme ruler of all of Ancient Egypt. He or she was considered a god.
- **Pyramid** – A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.
- **Rosetta stone** – A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics. It was very helpful in translating and understanding hieroglyphics.
- **Sarcophagus** – A large stone box that held a mummy's coffin.
- **Tutankhamun** – A pharaoh of Egypt that is famous for his tomb that was discovered. The tomb was largely untouched and was full of treasure.

The Victorians:

- **Cane** – A long stick usually made of birch that would be used to punish children
- **Dunce** – A word used to mean someone incapable of learning.
- **Industrial Revolution** – A period when manufacturing grew more common and people moved to cities to work.
- **Workhouse** – A place where the poorest people can work in return for food and lodgings.
- **Gruel** – a thin liquid food of oatmeal or other meal boiled in milk or water.
- **Chimney Sweep** – a person whose job is cleaning out the soot from chimneys, often a child.
- **Queen Victoria** – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death on the 1st May 1876.
- **Prince Albert** – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.

Romans:

- **Century** – A division of the Roman army made up of 80 soldiers and led by a centurion.
- **Circus Maximus** – A large oval shaped stadium used for chariot races.
- **Citizen** – A Roman citizen had certain rights and privileges including the right to vote. Only freeborn men were fully Roman citizens.
- **Emperor** – The leader of an empire. The first emperor of Rome was Augustus.
- **Gaul** – What the Romans called the lands to the north and west of Italy.
- **Gladiator** – A person who fought for the entertainment of Roman audiences. Gladiators sometimes fought to the death.
- **Gladius** – A short sword used by Roman soldiers.

- **Mosaic** – A type of art using small tiles made of glass or stone to create a picture.
- **Patrician** – A member of the original elite land-owning families of Rome.
- **Plebeian** – A common person or person not of the patrician class.
- **Toga** – A long robe worn by Roman citizens. It was generally white with colour markings for high ranking officials.

Ancient Greeks:

- **Assembly** – In Athens the Assembly consisted of the group of citizens who showed up to vote.
- **Athens** – One of the most powerful Greek city-states, Athens was the birthplace of democracy.
- **Chiton** – A type of clothing worn by the Greeks. It was often made from a single piece of cloth with a belt at the waist.
- **City-State** – A city-state consisted of a large city and the surrounding areas. Ancient Greece consisted of a number of independent city-states such as Athens, Thebes and Sparta.
- **Democracy** – A form of government where citizens have a say in how they are ruled including their leaders and deciding on laws.
- **Homer** – A Greek epic poet who wrote the *Iliad* and the *Odyssey*.
- **Olympics** – An athletic event held by the Ancient Greeks every four years.
- **Sparta** – A powerful Greek city-state and rival to Athens, Sparta's culture was based around warfare and preparing for battling.

WW1:

- **Allied Powers** – An alliance between a number of countries including Britain, France, Russia, Italy and Japan. The Allied Powers fought against the Central Powers in World War 1. The U.S. fought on the same side of the Allies but called itself an "associated" power.
- **Armistice** – An agreement by both sides to stop fighting while a peace treaty is negotiated.
- **Artillery** – Large, heavy guns used on land warfare.
- **Central Powers** – The Central Powers included Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. They fought against the Allied Powers in World War 1.
- **Conscript** – A person who is enlisted into the army whether they want to join or not.
- **Front line** – The front line was the point at which the armies of each side met. This is where most of the fighting took place.
- **No Man's Land** – The area between the front lines of two enemy armies was called No Man's Land.
- **Propaganda** – Information used and distributed to present one side of an issue.
- **Trench warfare** – A type of land warfare where each side digs long lines of trenches for protection. Much of the western front during World War 1 was fought for years using trench warfare.

Anglo Saxon & Vikings:

- **Anglo Saxon** – People who settled in Britain after the Romans. They came from what is now Germany, Belgium and the Netherlands.
- **Earls** – The highest in Anglo Saxon society. Comes from the Danish word 'jarl' – chieftain who rules on behalf of the king.

- **Oath** – A solemn promise to do something, sworn on a holy relic.
- **Succession** – The process that decided who should be the next king or queen and ‘succeed’ to the throne.
- **Long ship** – A long, narrow warship, powered by both oar and sail with many rowers, used by the Vikings and other ancient northern European peoples.
- **Conquest** – The act of defeating and taking control of.
- **Invader** – Someone who enters by force in order to conquer.
- **Plunder** – Steal goods; take as spoils.
- **Raid** – A sudden short attack.
- **Shield Wall** – A military tactic used by both Anglo-Saxon and Viking armies. Troops created a shield several men deep to create a defensive formation.

Stone Age to Iron Age:

- **Cave** – First found homes
- **Artefact** – Found manmade things
- **Stonehenge** – A famous site; a prehistoric monument
- **Pottery** – Items made of sand or clay
- **Roundhouse** – A round home lived in by people in the Bronze and Iron Age
- **Skara Brae** – An ancient settlement
- **Settlement** – A place where people live.
- **Hunter-Gatherer** – A member of a nomadic of a nomadic people who live chiefly by hunting and fishing, and harvesting wild food.

The Normans:

- **Imprison** – To lock up or confine, in or as in a jail.
- **Succession** – The action or process of taking over an office or position.
- **Heir** – A person entitled by law to inherit the estate of another.
- **Cavalry** – Soldiers who fought on horseback.
- **Armour** – A protective covering that is used to prevent damage from being inflicted by an object.

DEEPER THINKING BIG QUESTIONS

Types of Deeper Thinking Big Questions to answer history units taught. Teachers may create own Big Questions to suit the needs of the children:

KS 1 and KS2

Great Fire of London

- The Great Fire of London helped to destroy lots of disease in the city. It was good to London. Do you agree with this statement? Why?

The Royal Family: Queen Elizabeth and Queen Victoria

- Do you think that the Royal Family is really needed in our modern society? Why?

Mary Seacole and Florence Nightingale

- What is the difference between Florence Nightingale and Mary Seacole?
- Why do we remember Florence Nightingale but not Mary Seacole? Why?
- Why is Florence Nightingale the 'Founder of Nursing'?

Toys

- What makes something a toy? Why are toys important?
- What are the categories for toys?
- In your opinion, what is the greatest toy of all time? Why?

Remembrance Day

Why is Remembrance Day still important and what does it mean to me? Why and how?

Stone Age to Iron Age:

- What was the most useful tool for a Stone Age person?
- How are cave paintings similar to hieroglyphics?
- Life is better now than in Stone Age time. Do you agree with this statement?
- What was the most important of the 3 ages we have studied and why?

Romans:

- What do these buildings tell us about Romans and why?
- Would you prefer to live in a Celtic or Roman home? Why?
- Why is a Roman home so different to a Celtic home?
- Which is the most interesting God and why?
- Having learnt about their love of art, what can we learn about the Romans?
- Would you want to be a Roman soldier living in Britain?
- The Romans were good for Britain. Do you agree with this statement?

Ancient Greeks:

- Do you think the ancient Greeks truly established democracy and why?
- Would you rather take part in the ancient or modern Olympics?

- Which state would you rather live in, Athens, or Sparta?
- Which Greek god would you prefer to be and why?
- Do you think the Trojan horse really existed? Give reasons for your answer.
- Was Paris right to run off with Helen of Troy? Give reasons for your answer.

The Normans:

- What does the Bayeux Tapestry tell us about the Normans?
- How might the story of the Battle of Hastings have been altered over time?
- William the Conqueror was a great leader. Do you agree with this statement? Why?

Anglo Saxons:

- How did the Anglo Saxons bring law and order?
- What things are left proves the Anglo-Saxons came to Britain.
- Would you like to live as a Anglo-Saxon – yes/no – why?

Vikings

- Was the Viking life glamorous? Why?
- Are the Vikings misunderstood? (always portrayed as negative)
- What did the Vikings ever do for us?
- Was the Dane Geld a good idea? Why/why not? Could you think of a better solution?

Victorians:

- Victorian empire – Bigger countries are more powerful. Agree/disagree? Explain.
- Would it be better to be rich in Victorian times or today?
- If you were an orphan, would choose to go to a workhouse? Why?

Ancient Egypt:

- Why do we need archaeologists? Which tool is most important to an archaeologist? Why?
- What happened to Ancient Egyptians?
- What was life like for the Ancient Egyptians? How was it different to our society today?
- What did the Ancient Egyptians believe in?
- Do you think the study of Tutankhamun is important or not? Why?

